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AFTER THE PRIMARY, WHAT?



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After the Primary, What?

A Manual of Methods for the Junior
Department of the Bible-school and for
all those who Instruct Children be-
tween Nine and Twelve years of Age

By

A. H. McKINNEY, Ph. D.

Author of "The Child for Christ"

WITH AN INTRODUCTION BY

JOHN BALCOM SHAW, D. D.



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Introduction

THE SUNDAY-SCHOOL has been the object of much severe criticism of late. In some respects this criticism is wholly deserved, but there is at least one department of its work which can largely claim exemption from such strictures. While the other departments have gone on in the same old ruts, violating about every known principle of pedagogy, the Primary school has been making steady and splendid advance. This superiority, without question, is to be traced to the painstaking study and the intelligent, aggressive spirit which have characterized the work of this department, and until our Junior, Intermediate and Senior grades receive the same interested and critical attention, we shall look in vain for their improvement.

For this reason, I regard this a book of the utmost practical value, its object being to apply to the Junior Department of the Sunday-school the same pedagogic principles which, with such wholesome effect, have already been put into practice in the Primary School.

For this task no one could be more competent than Dr. McKinney. He is easily one of our greatest authorities in Sunday-school pedagogy. While others have contented themselves with destructive criticism, much of which has been as indiscriminate as it was unsympathetic, and ordinarily got no farther than abstract theory, he has been giving himself to an active, practical, constructive service in and for the Sunday-school, which has not only put the Church largely in his debt, but now entitles him to the respect and confidence of all our Sunday-school workers. A few months ago, it was my privilege to follow him from day to day through a full course of lectures upon this subject and I am free to say that I have never seen nor heard anything more sane or helpful upon the Sunday-school problem. I have, therefore, hailed with great satisfaction the announcement of the publication of his book, and am sure that it will meet with a prompt and grateful reception everywhere.

While the book is intended chiefly for Sunday-school teachers and is bound to prove indispensable to them, our public school teachers, and especially parents, will find it no less helpful. I have myself been both a better parent and a more useful pastor ever since I heard Dr. McKinney's lectures, be-

cause he helped me to understand my own boys and other people's boys, too, as I had never before, and put into my hand principles and methods better suited to their training and development. Will it not be readily understood then, why I should prize this volume so highly, and how sincere is my wish for its wide and early circulation? If every pastor, church officer, teacher and parent could read this book, incalculable benefit would everywhere ensue.

JOHN BALCOM SHAW.

*West End Church,
New York City.*

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I

PRELIMINARY

IN our attempt to answer the question: After the Primary, What? many things must be taken for granted. Of course, one of these is that there is a Primary class in the school in which are the pupils that we are sooner or later to promote into the new grade. Moreover, we must assume that this Primary Department is conducted according to principles now well understood by intelligent Bible-school workers. The better the work which has been done in the Primary, the better will be the results that should be expected afterwards. The fact, however, that excellent work has not been done in the Primary should not deter the school officials from a very prayerful and very earnest endeavor to do the very best possible for those who should no longer be kept in that class.

In a general way we desire to call attention to those departments of effort which **will** be helpful to the school as a whole and

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especially to the department that we are about to consider:

I. THE HOME. Nothing can take the place of religious training in the home. Parents cannot delegate to any pastor or teacher this important work, which God has committed primarily to them. The responsibility as well as the privilege of nurturing the little ones for Christ belongs to the parents. To the Bible-school workers falls part of the privilege, but none of the responsibility that inheres in fatherhood and motherhood. Between the Bible-school and the home there should be the most cordial and the most sympathetic cooperation. Where the home fails in its duty, or in the case of those who have no real home, the teacher has a greater opportunity for, and a more blessed privilege of, training the children for Christ.

II. THE CRADLE ROLL. Every Bible-school should have its Cradle Roll, on which is entered the names of all the children too young to come to school whose parents are in any way connected with the Church or Bible-school and who are not members of any other church. A well-worked Cradle Roll Department allied with the Home Department forms the very strongest and very best link between the home and the Bible-school.

III. THE BEGINNERS' CLASS. Especial work for the tots, who are old enough to come to the Bible-school but not mature enough to receive much instruction at any one time is being introduced into many schools. Courses of study prepared by experts for these little ones are now available. More and more will the tone of the whole school be elevated and the work of the various departments be advanced by intelligent handling of the very young pupils by those who devote the very best that is in them to this work. For many reasons the term "beginners" is preferable to the word "Kindergarten." There is no objection to, but a very great help in, the employment of kindergarten principles adapted to the chief work of the Bible-school which is the spiritual culture of all of its members.

IV. THE PRIMARY. At about six years of age, the children should be advanced into the Primary proper. Unless first-class work is done in this department the school as a whole will not be what it should be. Within the past decade so much has been done for the development of the Primary grade, that, as a rule it is the very best department in the school. To conserve the good work now being done in this part of the school, prayerful, serious and intelligent attention should

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be paid to the question: After the Primary, What?

V. THE HOME DEPARTMENT. Too much cannot be said nor written concerning the value of the Home Department as an adjunct to all departments of Bible-school work, but most especially to the grade that we are considering in this volume. The pastor or the Bible-school worker who does not appreciate the value of a well-equipped and properly-worked Home Department is overlooking one of the most helpful auxiliaries to the Bible-school. He who is not working this department to its utmost capacity is neglecting one of the most fruitful fields of effort.

In many schools, there has been formed a Junior Home Department class for the parents of those who are in the grade that we are to discuss in the following pages. These parents study the same lesson that their children study, and are thus enabled to cooperate with the teacher in striving to secure that much-needed help to Bible-school instruction, viz., the study of the lesson at home. They visit the school, and thus learn to appreciate what the teacher is endeavoring to do for their children. They unite with the teacher in the study of the child, and are thus able to seek her assistance in an intelligent attempt to apply

the various lesson truths. The very best method of securing home study of the lesson is through this intelligent, sympathetic co-operation of the parent with the teacher.

VI. THE CHURCH. A great mistake is made where there is any rivalry between the church and the Bible-school. The latter is a department of the former. The Junior age is one of habit formation. (See Chapter X.) The home, the church and the Bible-school should form an alliance, one of the principal objects of which is to help the Junior to form the habit of church attendance at the time when lasting habits are fixed. To this end, the elders in the home should say to the Junior "come with us," the church should recognize the presence of the Junior by giving from the pulpit something that will be on the plane of his intelligence and experience, the Bible-school should take notice of the fact that the Junior has been at church service. How this is to be done in each case must be decided locally by those who have at heart the temporal and the eternal welfare of the boys and the girls.

II

WHAT ?

WHILE the positive is always preferable to the negative, it may not be out of place to answer the question: What should *not* come after the Primary ?

NOT SOME SCATTERED CLASSES IN THE MAIN ROOM

"Have you a Junior Department?" the writer once asked a Bible-school superintendent.

"Yes, indeed."

"Where is it?"

"There is one class. Over there is another. Yonder is another. We have five classes in our Junior Department."

As he spoke, the good man pointed to a number of classes of boys and girls scattered through the main room, and he smiled complacently as he added:

"You see we are up-to-date here. We have a *good* Junior Department."

This is a specimen of what has occurred frequently. But there was *not* a Junior De-

partment in that school. There were several classes of boys and girls mingled with the seniors and the adults, but not a separate grade. That Junior Department had a name to live, but as far as its highest functions were concerned it was dead, in fact it had never been born.

WHAT ?

After the Primary, in order to do the most good for the pupils both in respect to their present needs and their future possibilities and for the purpose of raising the school as a whole to the highest possible plane of usefulness, there should be a separate department. The following are some of its characteristics:

I. NAME. There is as yet no uniformity in naming this department. It has been called "Secondary," "Intermediate," and "Junior." This last name is the one most frequently applied to the department and the one which the writer has adopted. However, let there be no disputing about the name. Let us have the reality.

II. AGE LIMITS. This department should be made up of pupils varying in age from nine to twelve years. Of course, in all attempts to classify persons according to age, it must never be forgotten that individuals differ, so any exact age divisions must be more or less arbitrary or conventional.

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Nevertheless, there are very good psychological and pedagogical reasons for making the age limits of the Junior grade nine and twelve.

At about eight years of age the ordinary child reads with pleasure. (See Chapter VI.) This fact gives us the hint as to the age for promotion into the Junior Department.

At about twelve years of age—varying according to race, climate and individuality—the boy or girl enters a new period of development, that of adolescence. This new life in the youth calls for especial study and careful treatment. Hence, at twelve the pupil is promoted from the Junior Department.

III. PUPILS' CHARACTERISTICS. Junior pupils differ from Primary pupils in:

- (1) Age.
- (2) Capacity.
- (3) Knowledge.
- (4) Thinking.
- (5) Planning.
- (6) Sinning. (See *Bible-school Pedagogy*.)

These pupils should be individualized and carefully studied. We purpose calling attention to some of the most marked physical, intellectual and spiritual characteristics in the following chapters.

IV. ORGANIZATION. In a very small Bible-school, the Junior Department must of necessity consist of a small number of pupils. This fact should not militate against the organization of such a department, because the application of the principles which we are advocating will surely tend to increase not only the size of the class but the membership of the whole school.

In large schools, this question will arise inevitably: Shall we have one class or several in our Junior Department? The writer's careful investigations lead him to declare: The best results have been apparent, where the Junior Department has been organized as one class with one teacher, with the class divided into groups over each of which is a leader who has definitely assigned duties in connection with the training of the pupils and who keeps in personal touch with each one. (See the chapters entitled THE TEACHER and SUPPLEMENTAL WORK.) These groups may be considered to be various classes within the department and the pupils may be promoted from group to group or the whole group may be advanced with the teacher.

The simpler the organization the better; one teacher or superintendent with as many group teachers as may be necessary to properly deal with the pupils is all that is abso-

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lutely necessary. It will be very helpful to the work of the department, if one of the group leaders be appointed as assistant to the superintendent and allowed to take that one's place occasionally. One or more substitutes for the group leaders may be appointed and trained to take their places when necessary. In large schools there may be as many officers as are needed.

V. PROMOTIONS. There should be promotions *into* the department and *from* the department and in those schools where there are many pupils *within* the department. The bases of promotion into, within and from the department should be, ideally, intelligence and acquirement. Practically, until we attain to a better state of affairs in the Bible-school as an institution, promotions must be based in a large measure upon age. To this, however, should be added the acquirements of the pupils in the line of supplemental work.

At a state convention in answer to the question: What should be the basis of promotion into the Junior Department? Mrs. Bishop replied: I will give you the basis as I heard it in one of the summer schools. A child to enter the Junior Department should be able to pass an examination on the outline lessons of the life of Christ, the Lord's

Prayer, the Twenty-third Psalm, the Beatitudes, the Bible verses on giving, love, worship and a simple creed, and the great commandment. A child to graduate from the Junior grade should know the Ten Commandments, the Apostles' Creed, the principles of Christian living, the Lord's Prayer, the Twenty-third Psalm and some of the other Psalms.

It is best for each school to determine the requirements for promotion according to the average intelligence and environment of its pupils.

VI. DEVOTIONAL SERVICES. In Chapter V we discuss the question of a separate room for the Junior Department. In some places, it is, at present, impossible for the Juniors to have their devotional services by themselves. The leaders of such departments have our heart-felt sympathy and we pray that the time may soon come when they will be able to do the very best for those who are able to receive so much when it is put before them in the proper manner. Wherever possible, the Junior pupils should have their own separate opening and closing services, which should be conducted on the plane of their experience and capacity. Scripture readings or recitals, hymns, prayers, giving and all other parts of worship should have definite ends in

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view, viz., to help impress the particular teaching of the day, to touch the daily life of the pupils, to prepare them for that larger, fuller life that Christ means they shall have in the future both in this world and in the world beyond.

Frequently there arises the question: If it is necessary for the Juniors to have their devotional services with either the primaries or the main school, which is preferable? Unhesitatingly we answer: With the main school, because the boys and girls of the Junior Department are always looking up to those older than themselves, and longing to be big, while they look down disdainfully upon those younger than themselves. When, however, this has been said something else may be added, viz.: It is *best* for them to have their devotional services by themselves.

In their devotional services the Juniors should be taught by precept, by example and by practice the real meaning of prayer, praise, and Christian fellowship with one another and with God. They should not only be encouraged to give *cheerfully* but they should be taught *why* they give. There should be a class recognition of their birthdays. Whatever days are observed in the upper departments of the school should be recognized in the Junior Department. In a word, while

continuing much that was begun in the Primary Department, the services of the Junior Department should include much of what is to be followed in the services of the Senior Department.

A part of the closing exercises should be a weekly review of the lesson either by the superintendent or by some one especially appointed for that purpose. This should be followed by a quarterly review to which almost all of the session of the thirteenth Sunday of the quarter should be devoted.

VII. It has been said: "The aim of the Primary Department is to bring the children to know Jesus Christ."

The first definite aim of the Junior Department should be to increase this knowledge of Christ on the part of the pupil and in addition to get the pupil to confess Christ, not merely by uniting formally with the church of Christ but also by acting always as His true follower should act. (See Chapter XI.) The proper observance of Decision Day will be helpful in giving the Juniors an opportunity to declare that they are going to live for Christ.

The second definite aim should be to help the pupils to make their own so far as possible those things that are necessary in a rounded, Christian life. In *The Biblical*

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World, Dr. William J. Mutch says: "Another convenient grade, commonly called 'Junior,' is found in children of nine to twelve years inclusive, and there are many of thirteen and some of fourteen years who still retain the qualities of this grade and have not passed on to adolescence. In the discipline of life there are special tasks for this period. It is preeminently the time for drill and drudgery, for rigid training, for storing the memory, for keeping alive and developing the childish imagination, for confirming habits of conduct and of brain-functioning. Many things may now be made automatic which will serve and safeguard the after-life; or, failing this, the later life will be vacillating and filled with vexatious uncertainties and dangers."

III

THE TEACHER

A DOZEN or so years ago, advanced workers in the Bible-school cause were very strenuous and persistent in a plea that they made. It was that the best teacher in the school should be put in charge of the Primary Department, and that that teacher should be especially trained for her work. It is no longer necessary to urge this. All thoughtful workers recognize the necessity for it. In those schools where there is not a first-class teacher for the little ones, keen regret is expressed and the hope is cherished that such a one will soon be available. The best teacher for the beginners, and the next best for the members of the Primary class is the principle, everywhere adopted and acted upon.

Bible-school experts are now making another plea.

WHY?

Recently, in a city of sixty-thousand inhabitants a superintendent of a Bible-school went to a class of young misses ranging in

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age from thirteen to sixteen years and secured the teacher's permission to try to get one of them to become the teacher of a group of girls that had just been promoted from the Primary Department. No one was disposed to take the class. After some general pleading the superintendent confined his efforts to one bright girl thirteen years of age and the following dialogue ensued:

"Marion, will you not take the class?"

"No, sir."

"Why not?"

"I am not fit to teach."

"Yes you are. They are only little girls."

"Why! Mr. Blank, I am only a little girl myself."

"*Only little girls.*" Such reasoning belongs to the dark ages of Bible-school work. A thousand times better install thirteen-year-old Marion as the teacher of the old ladies' Bible class than to put her to instruct nine and ten year old girls. Why? Because if Marion makes mistakes in teaching the old ladies they will know enough to correct her. When she misquotes the Scriptures or teaches false doctrine they will be able to set her straight. The case is quite different with the little ones. They will look up to her and accept what she says without questioning. When she makes mistakes with the Scripture,

harm is done not only to herself but also to her pupils. When she teaches false doctrine, her listeners are receiving it at a time when the receptive faculties are strongest and when impressions are being made that will last throughout life.

Nay! Nay! No immature boy nor girl as teacher of the Juniors, but the teacher next best to the one in charge of the Primaries. It is because there are so many like Mr. Blank that we have to plead at the present time. The day will come when Bible-school workers will look back upon these times and wonder that there ever was such ignorance concerning the real needs of the boys and girls as is now being manifested by many good persons and in many quarters.

Let us grasp, believe and enunciate the following principles until they are either shown to be false or are adopted and followed by those who have to do with the management of Bible-schools:

I. THE BEST TEACHER FOR THE BEGINNERS.

II. THE NEXT BEST TEACHER FOR THE PRIMARIES.

III. THE NEXT BEST TEACHER FOR THE JUNIORS.

Frequently the question is asked: What should be the sex of the teacher of the Junior class?

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There is no reason psychological, pedagogical or otherwise, why one sex should be preferred to the other. As a matter of fact, however, it is generally found that a young lady is the one who takes charge of the Junior Department. A young man, or an older person either male or female might make just as good a teacher. This teacher, however, should be:

1. A lover of children.
2. A student of children.
3. A sympathizer with children.
4. One who recognizes the individuality of children and deals with them according to their individuality.
5. An active person.

Children love life. A lazy, inert teacher will not stimulate and maintain that interest on the part of the pupils which is so necessary to good teaching.

The teacher must not be active in body only, but alert in mind also. Juniors delight in persons in action. To impress truth the teacher must present it as it is incarnated in, or given in connection with, living beings. Hence, she must be able in imagination to put herself alongside those human beings the record of whose thoughts and actions, defeats and triumphs we have in the Bible, so that she may think with, feel with and act

with them. She must *see* them. In the ratio that she does this, in that ratio will she gain and hold the attention of the class and accomplish the work of the real teacher which is to interest, to instruct and to inspire her pupils.

So far it seems to have been taken for granted that there should be but one teacher for the Junior class or department. After long and careful study this is the deliberate judgment of the writer: There should be one teacher with as many helpers or group leaders as may be needful. In small schools there will be of necessity one teacher. Even in larger schools where more workers are available it is best to have one teacher rather than a number. If it is thought best to subdivide the class or to divide the department into classes this one person should do the teaching to the class or the department as a whole, while each group may have its leader (this is a better term than teacher) who will take charge of the supplemental work, make a practical application of the lesson to the individual pupils, visit them and in general look after their spiritual welfare. This plan will insure excellent teaching and at the same time provide for the personal touch which is so helpful in the spiritual development of little ones. (See Chapter II.)

Our guiding principle here is: *One excep-*

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tionally good teacher is better than a dozen ordinary persons. In most places it is easier to get the *one* splendid teacher than to get a dozen such. The objection to the one teacher plan which is voiced by many is as follows: The children need the personal touch of the teacher. This objection is removed by selecting for group leaders persons who perhaps have not great teaching power, but whose love and consecration fit them for bringing the truth to bear on the every-day life of their pupils.

Another point which has been much discussed is presented in the question: Shall the teacher advance from the department with the pupils? *The teacher should not advance with the pupils.* It has been demonstrated that one reason why the Primary class teachers do the best work is because they teach the same grade of children over and over again and thus become so familiar with the characteristics of their pupils that they know just *what* they need and just *how* to teach what is needed. The same is true concerning the Junior teacher. By mingling with and studying children of about the same ages year after year, she learns just what is best for them and the methods that have yielded the richest fruitage.

In large departments which are subdivided

into groups or in subdivided classes where the groups are graded the group leader should advance with her group from grade to grade within the department. By this method the continuity of personal touch, which is so essential, may be maintained.

We now come naturally to the further question: Should the group leader advance with the group into the next grade? That will depend on several very serious considerations. About the time the pupils are promoted from the Junior Department they enter the period of early adolescence, the most trying time in the development of young people and a time when they require very careful handling. During this time boys should have young men teachers, and girls should have young lady teachers. This fact gives us a hint as to the selection of group leaders in Junior Departments. If the plan is to advance the leader with their group, then young men should be selected for the boys, and young women for the girls as leaders in the Junior grade and there will be no objection to their going on with their groups. If, however, the leader has not developed teaching power it will be better for him to remain in the Junior Department, unless the group system with a fine teacher to instruct several groups prevails in the next grade. If

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this is the system¹ the leader may advance with the group which will not be deprived of the instruction given by a teacher of power.

¹ This is the system adopted in the Lewis Avenue Congregational Bible-school, Brooklyn, N. Y.

IV

THE PUPIL

It goes without saying that the Junior Department should be all that we are pleading it should be, not for the sake of the teacher nor the room nor the paraphernalia, but for the sake of the boys and the girls who are to compose it. Hence, the pupil is the most important fact in this grade as in all other grades.

When it is not difficult to find such items as the following in almost any daily newspaper, we who have to do with the boys and the girls should be alive to the fact that by the time they reach the Junior Department they have made great progress either in righteousness or in iniquity.

BOY BURGLAR AT TARRYTOWN.

Nine-Year-Old John Conducts Operations by Electric Light and Gets Caught.

TARRYTOWN.—John, nine years old, was arrested last night for breaking into Buckhout & Duell's feed store and robbing the cash drawer of \$2.40. The boy smashed in a window and broke into the office in the glare of an electric light. He was seen and caught. A pistol fully loaded

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was found on him. He has been implicated in several robberies. He was arraigned before Justice McCutcheon this morning.

TEN-YEAR-OLDS EMULATE JESSE JAMES.

Band of Four, Led by a Seneca Indian, on the Warpath.

[By Telegraph to the Tribune.]

ROCHESTER, April 24.—Four small boys, led by a full-blooded Seneca Indian, ten years old, wound up a Wild West career of twenty-four hours' duration this morning, by being lined up before a court in Canandaigua on the charge of burglary in the third degree. In spite of the seriousness of the charge against them, the Jesse James quartet stood unabashed, and upon being locked up in a gloomy cell, awoke the echoes with strenuous warwhoops.

While for convenience the ages nine to twelve are selected as marking the boundaries of this important period it must be kept clearly in mind that no boy is one being at eight years and eleven months of age, and at nine becomes another creature. All that they have been up to nine goes to make up the Junior pupils. Many of the characteristics of the Primary period run over into the Junior period. Likewise, at twelve the pupil does not become something quite distinct from what he was before. All through the Junior grade he has been preparing for the period of early adolescence and some of the most marked characteristics of this latter period have been developing and sometimes even

manifesting themselves in the earlier stages of development.

For example: The restlessness of the little beginner becomes the activity of the Primary pupil and continues with increasing manifestations throughout the Junior period. Any teacher of this grade who fails to consider and does not make preparation for this trait will find herself just so far handicapped in her efforts to discipline and to train her pupils. The activity of the pupils of this age must find vent in proper exercise in the classroom, and must be met by activity on the part of the instructor; activity in thought, in speech and in movement.

While the pupils do not grow so rapidly during this period as during the earlier ones, yet growth is a physical characteristic of the Junior age that must be taken into account. The teacher who pays no attention to the boy's increasing "bigness" is not helping to hold him in the Bible-school.

Another marked characteristic of the periods preceding the Junior is curiosity. This trait continues to be very strongly developed all through the period we are considering and extends much beyond it. In fact there are known to be mature adults who are too curious for their own good. From a pedagogical standpoint, however, this trait is of

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the utmost importance in the Junior period. For suggestions as to the use that may be made of it in teaching see Chapter IX.

A fourth characteristic of our little friends that runs over into the Junior period and may be made much of in instruction and in training, is imitation. How a knowledge of, and a due regard for, this trait may be helpful to the teacher is shown in Chapter IX.

“The instinct which is most prominent in this period is the play instinct. It expresses the awakening instincts, and so teaches us what the child’s nature is. It is the natural way by which the child finds out things. To take advantage of this play instinct, which enfolds in itself so many other instincts, is the newest problem in education.” The value of this instinct to the Bible-school is considered in the chapter on LEAKAGE.

The period which we have under consideration may be denominated the literal age. “Matter-of-fact period” is the phrase employed by many students of young people. This trait of literalness will serve as an illustration of how the Junior pupil differs both from what he was as a Primary and what he will be as an adolescent.

Primary teachers well know that they may make much of the power of imagination which is so strong in their pupils. By ap-

pealing to it facts may be presented and truths impressed as in no other way. A teacher of Juniors hears a lecture on "the appeal to the imagination in teaching." She declares: "That is excellent, I shall try that on my pupils." She goes to her class and she tries hard to get the boys and girls to imagine certain things which she wishes them to see. They sit before her listlessly and it would be small wonder if one of her boys were to whisper to his seatmate: "What's she trying to give us?" What is the trouble? She has made the mistake of treating the Juniors as if they were Primaries. She has forgotten that the power of imagination which is so strong in the younger pupils has given place to the matter-of-factness which characterizes the Junior pupil. At the same time the constructive imagination of the adolescent has not yet come into operation and the day-dreams which will play such an important part a few years hence, in most cases, have not yet begun to cast their spell over the Junior.

This literalness not only differentiates the Junior from what he once was but also from what he is soon to be. It leads him at present to accept literally the statements of those whom he trusts and to put absolute confidence in them. How do you know that that

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is so ? he is asked. He replies, "It's in the Bible." "My minister said so." "My teacher told me so." "My father said it's so." That is enough for the Junior. Some one in whom he believes says so. But, oh! how he will change. In a few years his literalness which manifests itself in belief will be turned into doubt. He will question the statement of the Bible and will demand more than an *ipsi dixit* from pastor, teacher, father or mother in order that he shall believe.

As distinguished from what has gone before and from what is to come the Junior may be characterized as the

READING	}	PERIOD
RECEPTIVE		
MEMORY		
LITERAL		
SUBMISSIVE		
FRUITFUL		
LEAKAGE		

As each of these characteristics except the fourth will be discussed in subsequent chapters it is sufficient to call attention to them here.

It is not maintained that all of the above named characteristics will be manifest in every one of our Juniors nor that there is any uniformity of time or of manner in their ap-

pearance. Hence, the teacher must study her pupils not collectively but individually. This study must of necessity be in the way of personal observation and of listening to the reports of those who are brought into contact with the pupils. Much of it will be done in the classroom and around the Bible-school building, but the teacher whose observation begins and ends here will not have a satisfactory knowledge of her pupils. What they are at home, in the day-school, on the street, will condition largely the kind of instruction that they most need on Sunday. Do not be discouraged, teacher, at the task before you. An intelligent grappling with it will result in large dividends and once undertaken it becomes easier all the time. Keep your eyes and your ears open. Watch what your pupils do and listen to what they say. Whenever and wherever possible mingle with them, not only on Sunday but during the week. Question those (parents, teachers and others) who come into touch with them. Compare what you hear and see with what is told you. Read what is written concerning pupils of the same age as your own. Attend conferences and institutes where those who have had large experience strive to help others. Do not hesitate to ask questions. Jot down the answers. Think, pray and

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God will help you to be a master workman,
so dividing the word of truth that you need
not be ashamed.

BLACK BOARD REVIEW ¹

JUNIOR PUPILS

- I. THE MOST IMPORTANT CONSIDERATION
- II. DIFFER FROM THE PRIMARY PUPILS
- III. HAVE SOME CHARACTERISTICS LIKE
THE PRIMARIES:

ACTIVITY
CURIOSITY
IMITATION
PLAY INSTINCT

- IV. DIFFER FROM BOTH THE PRIMARIES
AND ADOLESCENTS IN LITERALNESS
- V. ARE NOW DISTINCTIVELY IN THE

READING
RECEPTIVE
MEMORY
LITERAL
SUBMISSIVE
FRUITFUL
LEAKAGE

Period

- VI. MUST BE STUDIED:
WHY?
WHERE?
HOW?

¹This and the other blackboard reviews are given as
specimens of what may be done in this line by those who
wish to use this volume as a text-book for classes.

V

THE ROOM

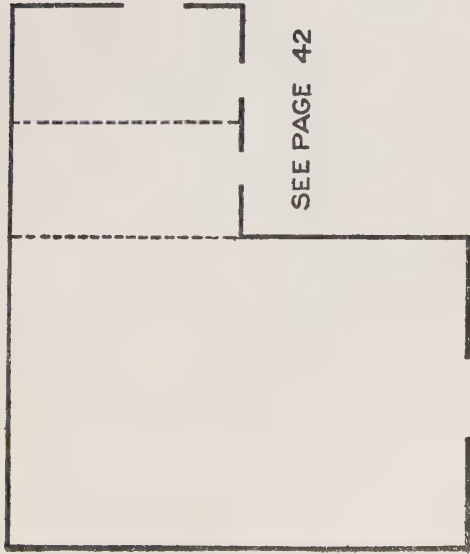
"WE have no room suitable for a Junior Department," is the objection that is urged in many places, when the necessity for such a department is being discussed. The answer is: True, nor will you have a room until there is a more intelligent appreciation of the situation. This is the time for education, and workers who believe in the benefits to be derived from a well-organized and properly-conducted Junior Department should make it their supreme business to instruct pastors, superintendents, church trustees, and other church officials, so that they also will come to realize the need of a separate room for the Juniors.

An intelligent layman, superintendent of a Bible-school, who had attended conferences of workers and had learned some things thereat, becoming convinced that the best work could not be done in his school until there was a separate room for the Primary class and another room for the Junior Department,

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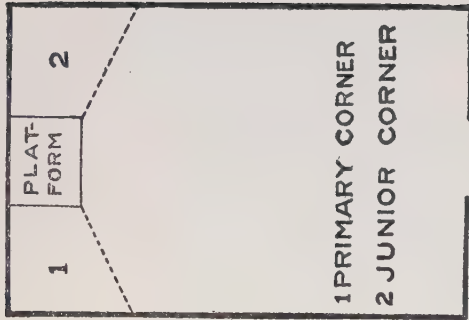
got the church to agree to add to the church building an extension in which there could be a room for each of these departments. (See diagram A.) The money was all pledged but about three hundred dollars. Not wishing to go into debt, a wealthy friend of the congregation was appealed to for aid and he agreed to pay what was needed. Out of courtesy, the plans of the new building were submitted to him. On his asking what a certain dotted line meant he was informed that it represented a movable partition which would separate the new room into two divisions, one of which was to be used on Sunday for the Primary Department, and the other was to be occupied by the Junior Department, and that the two rooms could be thrown into one whenever necessary for prayer-meetings or for social gatherings. He objected to the partition, and the only reasons that he could give for his objections were: *It does not look nice. It destroys the symmetry of the room.* Explanations and appeals were alike useless. He remained obdurate, and the addition was erected as one room. To the man who gave the money looks meant more than boys and girls. Architectural symmetry was to him of more worth than the proper instruction of young people in things moral and spiritual. He is not alone. Like him there are

DIAGRAM A



SEE PAGE 42

DIAGRAM B



1 PRIMARY CORNER
2 JUNIOR CORNER

SEE PAGE 45

many, with more money than knowledge of what is best, who are standing in the way of true progress in Bible-school work. Six months before he gave the money, he should have had some instruction from a fearless expert in teaching, who could tell him what it would mean to the Bible-school, to the church and to the Kingdom to have the best kind of room for the instruction of the boys and girls.

A skillful Primary teacher was asked to address a gathering of intelligent women in a neighboring city. They showed her with great delight their beautiful Union Chapel, which had just been erected. With great pride they pointed to a corner of the roof on which they expected to have erected a tower forty feet high as soon as they could raise the money. After the visitor had entered the building and had expressed her admiration of its beauty, she asked: Where are your Primary and Junior classrooms? The answer was, Oh! we haven't any, we cannot afford them. Cannot afford them? Was that true? Money could be raised for an ornamental forty-foot tower, but not for useful classrooms.

The only conclusion that can be reached in fairness is: Such persons are so ignorant of the best kind of Bible-school work, that they

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do not appreciate the worth of classrooms. Hence, the campaign of education must be carried on.

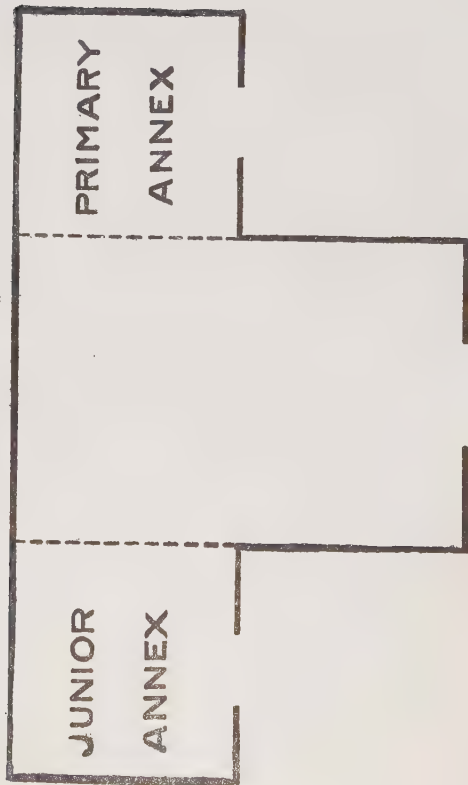
The writer once visited a large Bible-school in the Metropolis. There was a mortgage of forty-three thousand dollars upon the building but no blackboard within it. One may surmise why that church was erected. One may imagine the kind of teaching that is done in it.

The principle which we wish to enunciate in this chapter is: *The requisite next in importance to a good teacher for the Junior Department is a separate room for that department.*

There are many so-called Junior Departments, the classes of which are sandwiched in among other classes in the main room. This is a department in name and not in fact.

The difficulties connected with the work in small country schools are appreciated and great honor is given to teachers who are rendering noble service with inadequate facilities for work and in the face of adverse circumstances, but even in these schools a little thought and some ingenuity will result in working wonders. For example: By the expenditure of very little money two corners could be separated from the main school by

DIAGRAM C



SEE PAGE 45

movable curtains. (See diagram B.) One room could be used for the Primary class and the other for the Junior class. Under these circumstances the opening and closing exercises of all the grades must of necessity be held together, but the two classes may be separated from each other and from the main school for the study time.

A step in advance of a curtained room would be to build a small annex for the Primary class and another for the Junior class. (See diagram C.) These should communicate with the main room, but have separate entrances and so shut off from the other parts of the school building that devotional services may be held in each without disturbing others. As soon as the value of separate classrooms is recognized, many such additions will be put on existing buildings and new churches will not be without them.

In many of the larger churches there are rooms that would do very well for the Junior Department if the Church authorities and Bible-school officers would but make up their minds that there is no more profitable use to which such rooms could be put.

When this matter has been discussed at Bible-school Workers' Institutes, pastors and officers have frequently admitted the necessity for a separate room for the Juniors, but

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have declared: We have no suitable room for that department. An inspection of the building of the church, presided over by some who have made this declaration has led to the discovery by the writer of a room admirably adapted for the purposes of a Junior Department. In many cases this room proves to be the church kitchen or the church dining-room, which the good ladies of the congregation refuse to give up to the Juniors. This refusal proves that in those churches it is thought of more importance to feed people than to properly teach the Word of God to boys and girls. At the evening session of the Institute most likely some of those who would not give up the room to the young people will ask the question: How can one hold the attention of ten-year-old boys?

In other cases the room discovered proves to be the Church parlor and the objection to giving it to the Juniors may be summed up in these words: The boys and girls would spoil our carpets. Which means: In our estimation a carpet is worth more than a class of Juniors. It does seem as if we were not yet entirely out of the dark ages.

In other churches where it has been declared that there is no available room for the Junior Department, conversations similar to the following have taken place :

"Whose room is this?"

"Oh! That is the ladies' Bible classroom."

"How old are the members of the class?"

"Most of them are past middle life."

"Who is their teacher?"

"The pastor."

"Do you not think it would be a good thing for the ladies and their pastor to go into a corner of the main school in order to give this room up for a Junior Department?"

The silence that follows this question is more eloquent than words, and the stare with which the questioner is greeted shows that his listener considers that he has lost his senses.

The silence and the stare may be interpreted as follows: The idea! To think of our giving up our fine, cozy classroom, and going out with our pastor into the main room for the sake of a lot of boys and girls. It's preposterous. Yet the one who will not give up her classroom will write for the question box: How can you hold fifteen-year-old boys in the Sunday-school? and will really expect an answer. If angels ever weep, surely they must shed tears over the inconsistency of the one who will ask such a question and then refuse to help answer it.

Where an intelligent Christian spirit pre-

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vails the working principle is: *The best room in the school must be given to the little children and the next best to the Junior Department.*

VI

THE READING AGE

CAREFUL investigations have revealed the fact that the average, normal child, reads intelligently and with pleasure, at about eight and a-half years of age. The fact that occasionally there is found a boy or a girl of this age who does not care about reading should not militate against the general truth. The very great majority of middle-aged men like to read newspapers. The exception that is found here and there does not affect the fact that is true concerning the great majority.

It is becoming recognized and reckoned with more and more that as the boys and girls advance from nine years of age, the great majority of them are omnivorous readers in certain lines. Jennie is between nine and ten years old. In a day she will read two large story books, if she is allowed to do so. This is not on an occasional day, but day after day. In the evening the family are gathered in the sitting-room. Some reference is made to an article in a current magazine. Jennie speaks up and tells what she

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knows about it. The question is put : How did you learn this ? The answer is : I read it in the magazine. The fact is : While the adults were looking over the magazines, perhaps reading the tables of contents and wondering whether they would ever get time to peruse the good things which they contain, Jennie had literally devoured those portions which appealed to her.

If a mother has a child of the Junior age, who does not seem to relish reading, it would be well for the mother to seek to ascertain whether the boy or the girl is not reading those books, magazines or papers about which she knows nothing. The world is flooded with literature some of it good, some of it bad, some of it vile, which appeals to the Junior. If in his home he does not get what he likes or if he is not encouraged in reading that which is helpful, he may, even at his tender age, surreptitiously devour a kind of literature which will dwarf his intellectual power or worse still a kind which will leave his imagination tainted for life. There is no subject concerning which the parent and the teacher should exercise more wisdom and vigilance than in answering the three questions : What are my children reading ? What should they read ? How may I influence them in their reading ?

It is conceded by most thinking people that the Bible is the best of all books. Alas! that it should be necessary to declare that in many Sunday-schools the Bible is conspicuous by its absence. There are lesson helps galore. There is frequently a large, perhaps carelessly selected library. But the Bible, where is it? On the superintendent's desk, in the hands of a few teachers, but not in the hands of the pupils nor within their reach.

One of the distinctive marks of a real Junior Department is that in it, a Bible is actually put into the hands of every pupil, and he or she is taught how to use it. This is a much needed work and one that will bear rich fruitage.

In the first place, the God-given instinct for reading, referred to above, is taken advantage of and the children are taught to read the best of all books at a time when they love to read and before they have crammed their minds and crowded their imaginations with those things which will make the reading of the Bible distasteful to them.

All parts of the Bible are not intended for boys and girls of nine to twelve years of age. It is very rarely that a child without especial instruction knows how to read the Bible so as to be both interested and profited. Hence, the teacher should improve this golden oppor-

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tunity to show the young people *how* to read the Bible and *what* to read therein.

Again, it is to be expected that the pupils will use their Bibles throughout their entire life. Therefore, an important part of the work of the Junior Department is the training of the members thereof in rapidly turning to the various books of the Bible and to certain well-known portions of it that are frequently used or referred to.

It is a shame for intelligent people not to know something about the make-up of the best of all books, and to have some definite ideas of the relationship of its various parts and of the various persons whose words or actions are recorded therein. At the best time, which is the Junior age, our pupils should be taught enough of these things to give them a taste to go on in such studies and to keep them from making ridiculous mistakes in regard to them.

The questions as to *how* this is to be accomplished are answered in the chapter on SUPPLEMENTAL WORK.

What we wish to impress here, is the fact that the Junior age is the reading period, and therefore because we have these Juniors in the Bible-school:

1. We should put into the hands of each Junior a Bible to be used in the class.

2. This Bible should, if possible, be taken home by the owner thereof.

3. The pupil should be taught how to handle this Bible.

4. The pupil should be taught how to read this Bible.

5. The pupil should be taught something of the make-up of this Bible.

When this is done there will not be so many questions asked as to how to get young adolescents and older ones also to read and to study their Bibles. If the God-given instinct for reading is not taken advantage of at the proper time, is it any wonder that we cannot do much with our young people in later years? If we neglect the natural time for seed sowing can we expect a good harvest?

In addition to putting the Bible into the hands of the Junior pupils the Bible-school workers can do much in providing them with the kind of books which appeal to them, but which leave no taint or worse behind. There are books full of life, of daring, of heroism that are at the same time pure and ennobling. These should be selected and put into the hands of the boys and girls.

The Sunday-school paper that is distributed in the school should be selected especially for the pupils of this age. They have gotten beyond what is suitable for the Primaries, and

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they are not yet ready for what appeals to the adolescents. Therefore, careful thought should be expended in ascertaining just what is best for them. A foolish or wicked economy should not stand in the way of getting the most helpful papers obtainable.

An important factor in Junior work is the Bible-school library. If circumstances are such that there can be but one general library for the whole school, then there should be a department of it devoted to books for Juniors. Better than this is the plan to have in connection with the Junior Department itself a library for the members thereof. A small percentage of the books in this collection should be especially for the workers in the department, books such as are recommended in the BIBLIOGRAPHY. The majority of the books should be for the pupils.

Whether there be a general library for the whole school or a department library, some one who has made a study of boys and girls should be appointed to select the books for the Juniors. No book should be put into the library until it has been passed upon by this competent person.

The writer has been requested frequently to furnish lists of books suitable for Juniors. For several reasons he cannot do this. There are however a few general principles that

may be kept in mind in the selection of such books:

1. Juniors like to read about persons in action. Therefore good biographies should be selected for them.

2. Juniors are fond of reading about those who accomplish something. Therefore, the lives of missionary heroes and heroines should be put into their hands that they may learn of the marvellous things that have been accomplished for the kingdom.

3. Juniors are interested in animals. They will read with avidity all stories about animals. There are many good ones.

4. Juniors should be taught Bible-history. Therefore, the great stories of the Bible, narrated in simple language should be put into their hands.

Why should it not be? It has not always been, but should be. Let us hasten its coming. What? The time when the Bible-school and the home will cooperate in many things for the children's welfare, but most particularly in reference to this matter of the child's reading. The Junior teacher should form a league with the parents of the boy and the girl for the purpose of securing the very best reading matter for that one who ought to be reading that which will be helpful all through life and into the eternity beyond.

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The oft-debated question concerning the proper use of lesson-helps comes in here. Shall we give lesson quarterlies to our pupils ? Yes. Where shall they be used ? At home. Quarterlies should be distributed at the close of the last session of the quarter, taken home and kept there. In her effort to get the mother's cooperation, the teacher should impress the mother with the importance of lesson-helps, properly used at home, and when necessary should give her some hints as to their use.

Some of our great publishing houses issue lesson-helps without the Scripture text. This very important step will help to solve the problem of the Bible in the Bible-school. Without the text in the lesson-help there will be no excuse for substituting it for the Bible. It will be a real help and not a substitute. It will be kept at home and the Bible will occupy the proper place in the school.

VII

THE RECEPTIVE AGE

IN the pupils of the Primary grade, the most marked intellectual characteristics are those connected with the perceptive faculties. Said an experienced and successful educator recently: "If I had my pedagogical life to live over again, I would allow my pupils to see, to hear, to feel, to taste, to smell everything that I possibly could." The little child perceives. That is why he asks questions, tears things to pieces and tries to get into the inside of things. His perceptive faculties are active and he is following his natural bent in striving to satisfy their cravings.

A child may be well taught up to the age of eight. If then, in some way, his education could be interrupted for a series of years, much that he learned would be forgotten, because his perceptive faculties have taken in so many things that the impressions have not been very deep. Those things that he has seen, heard, touched, tasted and smelled are so multitudinous that of necessity they have not had time to become a part of himself.

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As the child advances in years his receptive faculties become stronger, so that in the Junior period his power to receive and to retain is one of his most marked intellectual characteristics. He does not cease to use his perceptive faculties, but he has reached a condition of development, in which, if he is wisely handled, he can make his own those things which he has perceived and which he is perceiving.

With these facts in mind, the thoughtful teacher concludes: From a pedagogical standpoint, the Junior period is a most important one, because great advantage may be taken of the activity of the pupils' receptive faculties. Such a teacher then resolves:

1. To reteach as much as possible of what has already been taught in the Primary class.

2. To help the Junior to receive as many as is possible of those things that will be helpful throughout this life and that will prepare for the life to come.

"What do you mean by reteaching what has already been taught in the Primary class?" inquires a perplexed teacher.

The Scripture, the hymns, the facts and the truths, which the little ones have learned in the supplemental work of the lower department should be reviewed in the Junior De-

partment so that those things which they have *perceived* may be *received*. In order to accomplish the best results the paraphernalia and methods employed in appealing to the perceptive faculties of the child, should be employed in the effort to make permanent the impression already formed. Hence, our plea for the use of blackboard, map, charts and symbols as given in Chapter XIV.

But while this reteaching process is being followed for the purpose of striving to make permanent what has already been received, due regard should be paid to the increasing age and developing intelligence of the child. Hence, many of the things which were referred to in the Primary class should be located so that the pupils may know just where they are to be found and of what they form a part. For example: The location of the Bible stories in their places in the Bible, as suggested in the chapter on SUPPLEMENTAL WORK gives a hint of what may be done in this direction.

Again, some of those things, which were taught in outline may be amplified. For example: The commandments should be taught in the shortened form in the Primary, and in the full form in the Junior Department.

Of course, the general teaching of the

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Primary Department cannot be duplicated in the Junior Department. Thus, if the International System of Lessons is used in the lower classes they cannot be retaught in the upper ones. If an especial course has been followed with the Primaries it cannot be gone over again with the Juniors. These facts emphasize the necessity for a course of Supplemental Work which shall be carried on throughout the various grades. They also call attention to the wisdom of having some one at the head of the school who will coordinate the work of the various departments so that the higher grades will conserve and supplement what was taught in the lower grades. Moreover, these facts call loudly for the cooperation among the leaders and teachers of various grades and classes which is so lacking in so many Bible-schools. It is a very selfish teacher who talks about "my pupils" and "my class" and not about "our pupils" and "our school."

Many superintendents are learning how much of what was taught in the Primary Department may be conserved by using it in the opening services of the school. Many of the Scripture verses and hymns studied by the little boys and girls may be received by them and made their own by using them in the opening and closing devotional services

of the Junior Department. During this period every possible effort should be made to have the Juniors make their own what has been presented to them in the earlier stages of their development. The opening and closing services of the Junior Department afford opportunities for this that should be eagerly but intelligently embraced.

In a word, just as the Junior Department superintendent should be on the alert to store the memory of her pupils, so she should intelligently endeavor to make use of her knowledge of the fact that she has her pupils at a time when they ought to be receiving the very best of all kinds of things for life.

Dr. Dawson says: "The boy or girl goes to school in more senses than we can possibly realize. Most persons have obtained the greater part of their education during this period, and all have acquired the rudiments of what is called 'learning.'"

VIII

THE MEMORY AGE

“I KNEW that when I was ten years old.”

And he did.

He is an old man now, passed the allotted age of three-score years and ten. His face is set towards the sunrise of eternity, but he is fond of looking back to the time when life with all its boundless possibilities lay before him. When there is any discussion concerning the Scriptures, the catechism or the theological questions in which he is so deeply interested, he gives his quotation from memory, frequently adding: “I knew that when I was ten years old.”

This declaration is no mere boast. The things that have gone with him through life, the things that are his in the weakness of his old age, the things which are going with him most vividly into the glory land beyond are those which he learned when he was a boy about ten years old.

Sometimes his wife says to him: “It’s a pity that you never learned anything since you were ten.” He has, but most of what

he has learned in adult life has been forgotten, while those things which he made his own while a lad of our Junior age stick now.

How suggestive this should prove! The teacher of Junior pupils has them at a time when their memory is most impressionable and most tenacious.

It is quite well understood by educators that the very best time in which to learn a foreign language so as to retain it through life is before the pupil is fourteen years of age.

It is worse than useless to ask: How can I get my boys (or my girls) of fifteen and sixteen to memorize Scripture? If they have not been drilled in this work before they reach the period of adolescence they will not begin it then, and of those who have been so drilled, many will discontinue the practice.

A professor of systematic theology in one of our well-known theological seminaries recently informed the writer that, with the exception of a few who had been compelled to memorize in their youth, his pupils could not quote literally the Bible and moreover that it seemed impossible for them to learn to do so.

Professor Halleck says: "A young brain is vigorous like a young body and can travel much faster over the continents of perception and memory. The brain is less plastic

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after twenty, and it gradually, so to speak, ossifies. Few men, after passing far into the thirties get an *entirely* new idea into their heads. . . . A study of brain structure impresses the necessity of early doing all we can. Professor James says: 'Outside of their own business, the ideas gained by men before they are twenty-five are practically the only ideas they shall have in their lives, they cannot get anything new'" (*Psychology and Psychic Culture*).

With these facts in view the teacher of Juniors should rejoice in, and work in harmony with, this thought: I have my pupils at their golden age, so far as memory-work and religious training are concerned.

The following question should be asked: What is it that the pupils ought to have all through life ? With pencil and pad in hand, with the heart uplifted in prayer for guidance and with the mind looking backward and forward a list should be made which will be somewhat as follows:

Some choice Chapters of the Bible.

Some Golden Texts of Scripture.

Some inspiring hymns.

A summary of the life and teachings of Jesus.

An outline of Biblical History.

A Summary of Christian doctrines.

An outline history of our denomination.

The superintendent of the Junior Department should intelligently pray and earnestly labor to give these things to her pupils at the time when they can and will receive them.

There is a wide-spread regret among Christians of to-day concerning the well-known fact that there is not as much memorizing of Scripture at the present time as there was years ago. This is true. But do we wish to return to the old-fashioned method of learning by rote? Said a godly man to the writer: "I memorized verses of Scripture just as I memorized Brown's grammar. Neither did me much good. My ability to recite rules of grammar did not make me speak grammatically and my Scripture verses although recited without a mistake did not make me a Christian." Let us remember that the great Apostle declared: "The letter killeth, but the spirit quickeneth" (2 Corinthians 3:6). While we rejoice, therefore, that the old style of memorizing is no longer the vogue, let us be patient and persistent in our endeavors to replace it by something better, something that will store the minds of the pupils with those things which they will need in later years and which will help them to live the highest, the noblest, the purest lives that are possible. To this end, let no

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word be memorized until the pupil has a mental picture (concept) of its meaning. Let no allusion, imagery or figure of speech be passed over until the pupil reduces it to terms of his own experience. Let nothing be taken for granted by the instructor, but by questioning let her ascertain whether the pupil understands what is to be memorized. In other words, while the effort should be made to have the learner memorize literally, the greater concern should be as to whether he understands what he is about to memorize.

There is a danger, however, of over-explaining, of so weighing down the things to be memorized with unnecessary minutiae of description that valuable time is lost and the pupils so revolt against the whole process that they absolutely refuse to memorize. It is for this reason that some who are desirous of having the pupils' minds stored with those things which will be of great service to them in the future have laid down the dictum: "Don't explain. Store the memory." Here as elsewhere, the *via media* is the sane one. It is folly to put into the mind anything that must be forgotten or changed in after years. It is equal folly to try to explain that which the pupils cannot understand.

A sensible method is to question the pupil as to his understanding of words and figures

and to make such explanations as will enable him to have the proper conception of that with which he is storing his memory.

For example as a little child the writer memorized a paraphrase of a part of a stanza of the one hundred and twenty-first Psalm, which runs as follows:

“The moon by night, thee shall not smite,
Nor yet the sun by day.”

Not knowing the difference between the nominative and the objective cases, he used to go out and wonder how he could smite the moon. He could not understand why he was commanded not to smite it. A very few questions and a very little explanation on the part of his instructor would have set him right and have saved him much useless conjecture.

A child may not know experientially what the twenty-third Psalm means nor the full import of John 3:16, but it will be of great advantage in days to come to have his mind stored with such Scriptures.

All the references in the hymns memorized may not be as clearly understood as they will be in days to come, but in those days the men and women who are blessed by having them in the memory will be very grateful to the teachers who urged them to commit

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them and who were patient during the process of recital.

The sum of the whole matter is, therefore: During the Junior age store the memory with those things that will be helpful in after life. *Explain what is possible of explanation, but do not neglect to store the memory.*

IX

THE CURIOUS AND IMITATIVE AGE

THAT little children are curious all who have anything to do with them agree. "Animated interrogation points" is a pat description. That the curiosity of the primary period extends in a greater or less degree all through the lives of some persons is an acknowledged fact. That curiosity may become the ally of the teacher or may prove an adversary is not so generally known, or, if known, it is not taken advantage of as it might be.

Jennie is an active Junior. What she does not notice is not worthy of attention. What she does not wish to find out is not worthy of investigation. "Why do you not ask some questions?" inquires her grandmother somewhat sarcastically.

"How do you expect me to learn anything if I do not ask questions?" is the very natural rejoinder of the granddaughter.

Grandmother has not yet learned the pedagogical value of Jennie's curiosity. We of the Bible-school are wiser. We realize that we may make great use of the trait of curi-

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osity in the impartation of the facts and the truths which we wish our pupils to receive. Hence we stimulate their curiosity by the use of blackboard, charts, pictures, symbols, objects and other things which appeal to the curiosity of the learner. (See paragraph on PARAPHERNALIA in Chapter XIV.)

There are many experts who declare that the advocacy of the use of such aids in teaching has been overworked, that they are not of nearly as much value as some would have us believe. They say: "The boys and the girls soon get tired of such things so that they are of no real help in teaching." Perhaps the fault is with the instructors. Let us see.

Here is a teacher who uses the blackboard. She draws, or has drawn upon it, an elaborate picture or diagram illustrating the day's lesson. It is exposed to the pupils' view. As they come in they look at it. Their curiosity makes them study it intently. With the lightning-like working of their active minds, they are enabled to make it their own in a very few minutes. They get from it all that they are able to receive or all they wish to receive. They glance at it occasionally during the opening services and become weary of it. By the time the teacher is ready to use it in connection with the lesson it is an old, old story to them. Their

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curiosity has been satisfied. They have long ago discounted it. Is it any wonder that their minds wander and that their hands and feet get into mischief? How would you like to have a person try to interest you in last week's newspaper long after you had gotten out of it all that you wanted?

What does the *real teacher* do? Her blackboard, at the beginning of the school session, is blank or there are upon it a few lines, just enough to stimulate the curiosity of the pupils without satisfying it. When the time comes for teaching the lesson she takes her chalk in hand and quietly stands in front of the blackboard. If she is master of herself her very attitude attracts the attention and arouses the curiosity of the young people who are waiting for something new. "See this," she says. She has drawn only a line or printed merely a word, but she has done it in such a manner as to make the curious minds before her wonder: What does that mean? So she goes on arousing the curiosity of the pupils and satisfying it just enough to keep it on edge. The exercise is short and rapid, not more than ten minutes in length and then something else is turned to. There have been no wandering thoughts and no lawless hands and feet. The God-given trait of curiosity has been appealed to and made use of in the

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proper manner. (In places where the Junior Department has not a separate room and where a blackboard cannot be used similar results are obtainable by the use of a silicate lap slate or a pad.)

Many Junior leaders use the picture rolls, so common in the Primary Department. One teacher carefully exposes the picture of the day so that the pupils may look at it before the time for teaching comes. Their curiosity leads them to do so and in many cases to question one another as to just what the picture means. The result is that by the time the teacher is ready to use it in her instruction it has lost its attractiveness. It is last week's newspaper.

The alert teacher who understands the pedagogical value of her pupils' curiosity covers her picture for the day with a sheet of brown paper. One of her boys approaches her and the following dialogue ensues:

"Teacher! What is under the paper?"

"That is a picture on to-day's lesson."

"Will you let me see it?"

"Yes, but not now. You go to your seat and in a little while I will show it to you."

"Is it a nice picture?"

"Yes, indeed, I think you will be much pleased with it."

The boy with his curiosity whetted but not

satisfied returns to his place to inform his companion that "teacher has a nice picture on the lesson that she is going to show us by and by."

The other boy says: "I wonder what it is?" and gives the information concerning the showing of the picture to his seatmate. The result is that the boys are more than ready for it when it is exposed and its connection with the lesson explained.

So it may be with the object, the symbol, the small picture or anything else used to illustrate the lesson or to impress the truth to be learned. Everything depends on the recognition of the curiosity of the pupil, of how it may be appealed to and of how it may be satisfied.

Years ago, Bishop Vincent, an earnest and intelligent exponent of advanced Bible-school methods, advocated the use of the pad by the pupils in class. Since that time there have been many zealous advocates of this method of imparting and of impressing facts and truths. While the teachers in day schools have been quick to recognize its value and to make use of it, most Bible-school teachers have seemed very loath to adopt it. Its use is based on a well-known characteristic of children which is very strong during the Junior age, namely imitation. Boys and girls

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like to imitate what their elders, especially, what their teachers, do.

If the teacher will so crystallize the lesson facts that she can make an outline of them and print them on the blackboard or on the lap slate or pad while her pupils watch her they will readily imitate what she is doing. While they are printing, questions may be asked and suggestions given that will help to fix the facts in the pupils' minds. After the mechanical part of the work has been performed, there may be a rapid review of what has been done. This will still further help to make the impression indelible.

The same method may be followed in reference to the lesson teaching. Instead of endeavoring to *tell* the pupils a number of truths that may be learned from one lesson, the teacher should determine what truth is most needed by the members of the class, she should put this in an easily remembered form and as she prints it on the blackboard or pad she should have the pupils print it on their pads. Some simple outline facts so connected as to give a concise summary of the historical connection of the various lessons may be given, a few on each Sunday.

These facts and outline truths thus copied by the pupil in the class should be taken

home to be copied more carefully in a book which the Bible-school should provide for this purpose.

Occasionally, the teacher should tell the pupils how she prepares her lesson, how she gets this fact and that truth, how she reads her Bible and does other things in the preparation of the lesson and in the conservation of its truths. The power of imitation will be so strong that some of her pupils will go home and try to do as she does. All will not do this and those who make the attempt may not succeed perfectly, but that should not deter one from appealing to that which is so strong in the pupils. What the few do will be of decided advantage to the class.

From time to time, for the sake of that variety which is so necessary in instructing Juniors, the teacher should omit the distribution of pads and pencils and should teach her lesson by means of a simple diagram, drawn without minutiae of detail, on which is printed short catch words to recall the important facts and the truth to be learned. She should ask her pupils to reproduce at home her work as well as they can remember it. If she commends what is done and exercises much patience, she will get them to do considerable work outside of the class.

Some teachers vary this method by giving

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to each pupil at the beginning of the quarter a blank book in which he is to write what he remembers of the lesson. On each Sunday a picture illustrating some fact, scene or truth in the lesson is given to the pupil. What he writes is generally in connection with this picture.

The desire to imitate which is so strong in her pupils, should be a source of great encouragement to the Junior teacher. At the same time it should make her very careful in thought, word and action at all times, but most especially when she is in the presence of her class. She should remember always that although her words seem to produce but little effect her pupils are consciously and unconsciously imitating her in many things. Is she quiet, orderly, reverential? Her pupils are imitating her in these respects. Does she show by actions as well as by word that she loves the Lord's Book, the Lord's Day, and the Lord's House? Those actions are not lost on the young people who are more inclined to imitate what she does than to obey what she says. What are her tones of voice when she leads in prayer and utters the holy name, Jesus? These are the tones that her pupils are very likely to imitate. What is the life that she is leading in reference to the great truths that she wishes her pupils to

accept and follow? That life is having more influence than her words upon her imitative pupils.

“Under whose preaching were you converted?”

“Under no one’s preaching but under my uncle’s practicing.”

This is an old illustration, but the truth that it recalls is one that should fill the teacher of Juniors with courage and hope, one that should keep her steadfastly at her work. She may be lacking in many qualities and opportunities that she would like to possess, but one thing is hers, namely, the power to act in the presence of and to live before, her pupils so that when they imitate her they will be doing the noblest, the purest, the grandest things that boys and girls can do. Is not this a wonderful privilege, teacher?

“A man who lives right, and is right, has more power in his silence than another has by his words. Character is like bells which ring out sweet music, and which, when touched, accidentally even, resound with sweet music” (Phillips Brooks).

Bishop F. D. Huntington wrote an essay that should not only be possessed, but also read and prayed over, by every Bible-school teacher. It is entitled *Unconscious Tuition*, published by E. L. Kellogg & Co., New York and Chicago.

X

THE HABIT FORMING AGE

“HABIT is a cable, we weave a thread of it every day and at last we cannot break it.” All recognize the truth of this aphorism. Many who have to do with children fail to realize the fact that habits are formed very early in life.

While it is too much to expect that all of our busy teachers of Juniors shall become proficient in psychology, it would save them much time and help greatly in their work if they would read at least once a year some such work as *Psychology in Education* by Ruric N. Roark, Ph. D. As particularly suggestive we quote the following:

“Back of the school stands the greatest factor in forming habits,—the home. The things a child learns to do first, the way he learns of doing them; the words he learns to speak first, and the ways in which he learns to speak them; the intellectual and moral surroundings of his first six years,—these tend to become fixed in his consciousness; and to remove them is often more than the most

helpful teacher can do, after the child comes under his care. The unseen, unfelt nerve paths for impressions and impulses seem harder to change than the courses of rivers. Hundreds of cultured men and women whose early surroundings were not helpful in the formation of correct habits are forced to be constantly on guard against lapses of pronunciation or syntax, or some of the many conventions of polite society. No matter how thoroughly one may think he has put early provincialisms out of his vocabulary, he will almost certainly revert to their use when he is excited, and consciousness is off guard. These are illustrations, merely, of an important and deep-lying fact, whose value to the teacher is evident. In the school the child must form as many right habits as possible, and reform such as may stand in the way of his progress.

“But the teacher can do much, and should spare no wise effort to drill his pupils into habits of cleanliness, neatness, orderliness, punctuality, courtesy, quickness, accuracy, obedience and veracity. It is better to send forth a pupil with these, than to fill him with knowledge and have him lacking in right tendencies.”

When the Bible-school and the home come into closer and more sympathetic cooper-

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ation, much more will be done for the formation of right habits in the pupils not merely during the Junior period, but also throughout the whole of childhood and youth.

Whatever may be the facts concerning the habits that her pupils have already formed the teacher in the Junior Department should not be discouraged. She has received her pupils before their habits have become absolutely fixed. She may perform wonders in changing bad habits and in helping to make permanent good ones, because during the Junior age in a very marked degree habits become fixed. Remembering that her pupils are in the period of life when their receptive faculties are strong, when their memory not only receives but retains, when they are submissive to those whom they respect, she will be constantly on the alert to make permanent their good habits, to correct their bad habits and to help them to form such new *ones* as will be best for them during their whole life. Her efforts in this direction will be largely conditioned by the intensity of her conviction of the truth of the following declaration by Forbush:

“ Boyhood is the time for forming habits, and the era for conscience building. Politeness, moral conduct, and even religious ob-

servance may now be made so much a matter of course that they will never afterwards seem foreign. The possibilities for wise parenthood to preempt the young soul for goodness are incalculable.

“The habits formed in this period are strongly determinative of the future trend towards righteousness or wrong. An implacable and unerasable register is being made. Boy ideals are immediate. They must twine around some standard. The encouragement and direction of these ideals into orderly and definite channels is a matter of infinite importance.”

After the word boyhood in the above we add “and girlhood.”

Coming before the pupils Sunday after Sunday during this golden period of habit formation, the wise teacher will include in her program those things which will help them to right habits. To those named in the quotation from Roark which have to do with all pupils the Junior teacher because her work is preeminently spiritual will add the habits of

Reverence.

Prayer.

Bible-reading.

Church attendance.

Temperance or self-control in all things.

Benevolence in the sense of giving.

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Service for humanity in the name of Him who came not to be ministered unto but to minister.

Fellowship with Christ and with His people. (See 1 John 1: 3-7.)

The important and natural question is: How may the teacher of Juniors with the short time that she has in which to influence them accomplish anything definite in regard to so many habits ? The answer is: Almost everything will depend upon the actions of the teacher and those associated with her in the conduct of the class or the department. In other words: The leaders must create and maintain an atmosphere that will tend to the formation of correct habits. The power of a proper Bible-school atmosphere backed by the lives of the leaders in the school work cannot be rated too highly.

Mrs. Theodore W. Birney writes in *The Delineator*, for September, 1903, as follows:

“The habits of reverence, gentleness, courtesy, honesty, courage and patience, like their opposites, are absorbed by the child from those with whom he is most closely associated. It is in these attributes that an ounce of example outweighs a ton of precept. It is a charming custom to lose no opportunity either in reading fiction or in the circumstances attending on every-day living

to express an enthusiastic appreciation of the good, the noble, beautiful and true, but valuable beyond and above all discussion of these virtues is, 'To be as nearly as we can what we wish our children to be.' "

It is not forgotten that the pupils are in the Bible-school for but a short time, but this fact should make the teacher all the more careful to rightly use that time rather than to discourage her as is sometimes the case.

Moreover, the time element in another way should be made much of. Instead of saying: I have this pupil for only ninety minutes during the whole week, the teacher should reason thus: In the natural order of things I shall have this pupil for a while on nearly every Sunday for three years. At his time of life much may be accomplished in habit building during that period. She should, accordingly, deliberately plan concerning the things that she wishes her pupils to be and to do in future life as well as at the present time and intelligently, persistently and prayerfully she should keep at her task which she ought to believe will not be in vain.

At the International Convention of Bible-school workers held in Denver in June, 1902, Mrs. M. G. Kennedy, the well-known teacher of Juniors, said:

"On our way to the last International Con-

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vention at Atlanta, a large party of us went through Luray Cavern and saw those wonderful stalactites formed drop by drop, slowly, imperceptibly, yet surely, by the water percolating through the rocks. Drop by drop, slowly, gradually, but surely, the habits of our boys and girls are forming, whether we will or no. It is ours to see whether they crystallize clear and sparkling, growing upward higher and ever higher, or muddy, tending downward day by day. Let us see to it then that we help them in their Junior period to form habits of daily Bible-reading, which could not be done earlier because they could not read; habits of church attendance, for which they were not previously free agents; habits of systematic benevolence, for which their increasing knowledge and wider outlook has now prepared them."

In order that our pupils' habits may stand the storm and stress of adolescence as well as the temptations and reasonings of maturity the appeal should be made constantly to the will. The pupils should be encouraged to ask questions concerning the why of anything that they are asked to be or to do. They should be shown that they are not requested to do a thing simply because it is the wish of an older person that they should do

it, but because it is right for them to do it. They should be encouraged to will to do a thing because it is right for them to do it. It should be shown over and over again that what is right is best.

Mrs. Birney well says: "While teaching the child the power of habit, and therefore the necessity for forming correct ones in early life while mind and body are receptive and impressionable, he should never be allowed for an instant to lose sight of will as master. 'I do this thing, I form this habit, because it is right as well as expedient, and I therefore *will* to do it.' Not in such words perhaps but in some form the childish mind must hold this ideal. We descend to the animal plane if we admit wholly that we are 'mere creatures of habit.'"

While they by no means cover the whole ground the following hints will be helpful to the teacher who will help her pupils in this most important matter of habit formation:

1. Avoid impatience. Remember the time element. Remember on the one hand that the pupils are with you for but a short time during each week, and on the other hand that you are going to have them for about three years. The impatient teacher loses everything; the patient one will win in the long run.

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2. Often it is not necessary to tell the child what to do, just set him to doing it.

3. Again it may be necessary to tell him what to do.

4. In some way have him understand *why* he is doing a certain thing. For example: No child should be asked to make an offering without understanding why the money is asked for.

5. Whenever the occasion presents itself tell a story illustrating the value of the habit which you are trying to have formed.

6. If possible select books for the pupils' reading that will reinforce your efforts at habit building. Are you trying to get a boy to form the habit of truthfulness? Supply him with literature that shows the value of that sadly neglected habit.

7. Commend every effort made to break a bad habit or to make or strengthen a good one.

8. If possible reward in some way the efforts put forth in the direction of good habit formation. Less scolding of evil-doers and more rewarding of those that do well is needed.

9. Do not fail to lead the pupils to know and to understand that they may have the help of the Holy Spirit in their efforts to form good habits.

10. Set the pupils a good example.

This last hint is perhaps the most important of all. Within the past few years much has been well said and written concerning the necessity for the teacher being what she wishes the pupil to be. Notwithstanding this, there are still many parents and teachers who act as if they had not yet learned that a child will follow an elder's example rather than his words. Foolish is that teacher who tells a child to do and does not do herself. Wise is that teacher who encourages herself with the thought: Although my pupils may not seem to heed my words, they are watching my actions, and I can influence them by what I do.

"How can I best teach reverence?" was asked at a Bible-school teachers' institute.

"By being reverent yourself," was the prompt and emphatic answer.

A better answer could not be given. In the place of reverence substitute any habit that you wish to have formed and the same will be applicable. Be what you wish your pupil to be. Do what you wish your pupil to do.

XI

THE SUBMISSIVE AND FRUITFUL AGE

“FROM the age of eight to twelve years is the time the greatest results can be achieved in Sunday-school work.” Statements like this are to be found scattered throughout the Bible-school literature of our day. The phraseology may differ but the thought is the same, namely: *A rich harvest of spiritual fruitage ought to be reaped during the Junior period.* A recent magazine contains an article headed: “That Fertile Intermediate Period.” The reader learns in the first paragraph that it is the time from eight to twelve that is under consideration.

One reason why the Junior period should be the harvest time in Bible-school work is because it is preeminently the time of submission. To this statement an army of intelligent workers will make objection. Their objections, however, are the result of jumping at conclusions. The impression is quite wide-spread that it is very difficult to do anything with the young people of the Junior

age. That is true, but it is much easier for the person *who knows how*, to handle them at this age than at any time before or after.

The restlessness, which is such a trying characteristic of the "little beginner" and which has to be reckoned with constantly in the Primary class has now given place to activity. (See Chapter IV.) This activity must be directed in the class-room as elsewhere or it will find vent in ways that are not always pleasant to those who witness the results thereof, but it can be directed, more than that the Junior pupils want their teacher to direct them if she only knows how.

The self-assertion of the early adolescent period has not yet begun to manifest itself with anything like the stubbornness that will be displayed two or three years hence. The boy who looks one in the eye as he declares: "*I won't*," or that still harder one to deal with, the fellow who says nothing but makes up his mind and "*won't*" anyhow, is a very rare person in the Junior class.

Between the period of the restlessness of the child, to which there must be more or less of yielding, and the willfulness of the young adolescent which must be very carefully considered, there is the time of submission. Psychologists give various names to this characteristic. "Suggestibility" is a term

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frequently employed. "Responsiveness" is the word used by some writers.

"This is the period of faith," says Peters.

The Rev. E. P. St. John, a profound student of paidology bears this testimony:

"The best period in which to implant in a child's mind good and noble things, especially religion and the word of God, is between the ages of eight and fifteen years. In my experiences, I have discovered that the time between those two ages is the ripest mentally, when everything told them and learned by them will be remembered and memorized, never to be forgotten."

The wise teacher spares no pains to gain and to retain the respect of her pupils, because if she tumbles from the pedestal upon which they have exalted her, she will have no power over them. She makes use of her knowledge of the activity of her pupils, of their power of memory, of their desire and ability to read and of their strong receptive faculties to get the very best harvest. Just as the farmer knows that the winter season is ahead of him and that he must work for fruitage while the summer lasts, so she knows that there is coming a time when the pupil will enter a tempestuous period, and when but little fruitage can be expected under ordinary circumstances. The Junior age should be the fruit-

ful age. The Junior Department should be the one in which much harvesting for the Kingdom is done. Is it any wonder that we plead for a well-equipped teacher for this department? Is it any wonder that we sigh over the ignorance and the carelessness of many teachers in regard to the possibilities lying just within their grasp?

The writer is not ignorant of very much that has been written within the past decade concerning the harvesting that ought to be done in the adolescent period. He has examined very carefully many of the charts that have been compiled in order to show the time of conversion and of decisive religious awakening of thousands who are now splendid Christian men and women. He has studied very seriously the deductions made from the careful compilation of figures obtained from the answers on questionnaires. He gives due credit to the splendid services of such men as Drs. Hall, Starbuck, Coe and others. Over against their conclusions, however, he places these facts: For four years he has made it an especial point to talk with hundreds of men and women now rendering magnificent service in the advancement of the Kingdom of Christ, who declare that they voluntarily and thoughtfully dedicated their lives to God at ages varying from six to twelve, but that

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they were not at conversion brought into the church of Christ nor afterwards properly nurtured, with the result that they had a very hard time of it from about twelve to about sixteen years of age, that they afterwards settled down and confessed Christ at ages varying from sixteen to twenty.

A fair deduction is: These persons were converted or decisively awakened (the term employed is of absolutely no importance) very young, but because of improper treatment their spiritual life did not develop, and it was only after the trying experiences of early adolescence, that they again began to lead the spiritual life which had been interrupted. A pertinent question is: Would it not have been better to have treated those young persons as Christians when they first consciously and voluntarily turned to Christ and by guiding and guarding them through the tempests of early adolescence have made their pathways much smoother or have kept them from some of the pitfalls into which they rushed? (See Appendix A.)

That church is making a great mistake which is not bending its chief energies to bringing the children to Christ during the Primary age, that is before the child is nine years old. During the Junior period, the Christian child should be led to confess Christ publicly and

to unite with the visible church of Christ. Then, during the "storm and stress of adolescence" the church should nurture its young people. In their arms of faith the adult members should take them up, and, with loving sympathy, expressed not so much in words as in deeds, should hold on to them for a few years. The result will be that at from sixteen to eighteen years of age the young people will come to themselves again, settle down and develop into stalwart Christian men and women. In support of this position many incidents like the following could be narrated:

A pastor of a village church was visiting a substantial merchant in a great city. The merchant as a young man had left the village in which his visitor was located. He talked of his boyhood days there, of the Sunday-school and of the Church. Then he spoke of his present position as an elder in the Presbyterian Church and of his work for Christ. Among other things he said: "I have always had somewhat of a grudge against the old church." "Why?" inquired the pastor. "Because when I was a boy of ten, I applied for admission to the church and the session did not think that I ought to join, so I was rejected. I really believe that I was just as much of a Christian then as I am now." Was

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not that session in danger of causing the little ones to stumble ?¹

In cases where the child has not been led to Christ before it is nine years old, the teacher of the Junior class has the added privilege of trying to lead her pupil to the Saviour.

If the work that has been done in some of the Bible-schools of New York State during the past three years be continued for a decade, and if the majority of the Bible-schools were to duplicate that work, when the psychologist of the next generation compiles his charts, he will declare that the majority of those who report to him were converted, or began their conscious, voluntary, public Christian life at ten, eleven, twelve years of age instead of at sixteen, eighteen and twenty as now reported. In other words the delay of the conversion or the decisive religious awakening to the period of adolescence of the men and the women of the generation that is now about middle age, was largely because of improper treatment in early childhood.

¹ From *The Child for Christ*.

XII

LEAKAGE

"I WISH that you would suggest a method for keeping big boys in the Sunday-school."

"I cannot until I study your school and learn why the big boys want to leave."

Accordingly, the next Sunday found the writer an attentive observer in the Bible-school of which his friend is the superintendent.

Here and there, in classes with small-sized boys or with medium-sized boys, there were visible four big boys who evidently felt very much out of place.

"Why do you ask for a method of keeping big boys in the Bible-school? You have scarcely any big boys. I counted just four present to-day."

"That is the trouble. They do not come and I want to know how to get hold of them."

The good man made the mistake with which so many superintendents are chargeable. He supposed that he was losing his

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big boys, whereas, the fact is he had scarcely any big boys to lose.

Years ago, when the writer investigated this problem, he found to his surprise and chagrin that the boys were dropping out of the Bible-school of which he was superintendent at a much earlier age than he had suspected. True, it was a city school and in a neighborhood where the boys are inclined to throw off restraint at an early period of life. What he learned then, however, has been verified by an extensive investigation since. His conclusions are:

1. Many of the boys and some of the girls leave the Bible-school actually or potentially before they are twelve years of age. Large numbers really leave the school. Very many others have made up their minds to do so at the earliest possible opportunity. When a boy declares: "I am going to get out of this old school as soon as I get a chance," he has potentially left that school and it is only a question of time when he actually withdraws. So far as that school's influencing him is concerned, he might as well be outside of its walls altogether when he gets into that frame of mind which makes him eager to find an excuse to sever his connection therewith.

2. The way to hold the big boys is to pay

attention to them before they get big. In other words the work of holding the large boys and men in the Bible-school should be begun in the Primary Department. This work should be carried on in the Junior Department by giving heed to the methods that we are advocating in this volume. (See Appendix B.)

Leaders in Church and Bible-school work as well as teachers in the Junior Department should carefully consider these six facts:

1. The Junior age is a period of great leakage in the school. Until comparatively recently but few workers realized this. They noted the absence of the adolescents and talked about and planned for holding those who had already departed from the school. The writer has frequently called the attention of the secretaries of Bible-schools to this state of affairs by asking: "Do you know at what age your boys and girls, especially the former, leave your school?"

"Oh! yes, they leave at about sixteen or seventeen years of age."

"Have you ever investigated to endeavor to ascertain how many of your pupils really left the school before they were twelve years old, and how many would have left if they had dared to do so?"

"No."

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“Will you do so, and let me know the results.”

“I will.”

The investigation in very many cases was an eye-opener to the secretary when he discovered the facts.

2. An intelligently organized and well-worked Junior Department which is presided over by one who understands the characteristics of the pupils as they now are, and who has some definite conceptions of what the boys and girls are fast becoming, will do much to hold the big boys and girls. In other words, in handling the pupils not only should the traits of the Junior period be considered but attention should be paid to those of the early adolescent period, because many of them are beginning to manifest themselves in the pupils.

It is not going beyond what the facts warrant to declare: We would not be obliged to complain so much of the absence of adolescents from the Bible-school if better work were done in the Junior grade. Read the testimony on this point of Mrs. J. W. Barnes, the International Secretary of Primary and Junior Work:

“We complain of the leakage of scholars after fourteen, especially of the boys and young men, but we ought to see that the

reason for this leakage is in doing poor work for them between eight and twelve."

3. The gang-instinct begins to manifest itself in the Junior period. The "gang-instinct" is the term which is now being used to cover that phase of development which is marked by the desire for society on the part of the youth. He now wants to work and to play in company with others. He goes off and with a few boon companions forms a club. The girl selects a few congenial playmates and launches an organization. These clubs and organizations play havoc with the attendance at many a Bible-school. Wise leaders will watch for the appearance of the gang instinct and forestall the pupils' departure from the school by organizing them into clubs or bands or guilds which will have a very close relationship to the purpose and the work of the Bible-school.

4. The play instinct is very strong in the Junior period. Psychologists are seriously engaged in studying the plays of children and educators are intelligently experimenting as to the use that may be made of their plays in connection with their physical, mental and moral development. We naturally and properly conclude that the Bible-school is for things far more serious and necessary than play. Nevertheless, the Bible-school that

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does not ignore the play instinct of its pupils may call to its aid a very valuable and helpfully. By wisely directing the organization of Junior pupils in at least a part of their play during the week the Bible-school worker appeals to them at a point where they are most susceptible and will be holding the young people for the school and for a time when play will not occupy so much of their time and their attention, but when the kind of plays that they have indulged in will exercise a very marked influence over their habits of thought and modes of action.

5. A boy or a girl of the Junior class may be stimulated to look forward with pleasure to the coming promotion and to work so as to secure it. A teacher whose pupil is not willing to leave her class at the proper time should seriously examine her methods to ascertain whether she has done her whole duty and whether she has been true to the highest interests of that pupil. Of course there should be something worth looking forward to, something which the conscientious teacher can hold up as an incentive to the pupil.

After the Junior, What? is just as important a question as After the Primary, What? A first-class Junior Department should be followed by an equally good Intermediate Department. The superintendent of the school

should devote some of his most serious thought, some of his most earnest prayer and some of his most intelligent effort, to the attempt to procure for those promoted from the Junior class the best possible teacher who will handle them skillfully during the period of early adolescence. To the boy graduate should be given a male teacher, one who has not forgotten his own youth and who can enter sympathetically into all the difficulties, temptations and extravagances of his pupil's life. To the girls just out of the Junior should be assigned a woman, old enough to mother them and yet young enough to remember all with which she was obliged to contend when she was of the age of her pupils; one who is willing to sacrifice much in order to help her girls into a strong, Christian womanhood.

6. Another method of preventing leakage from the Bible-school is by intelligently coordinating the work of the Junior Department with that of the various organizations connected with the church that have to do with the boys and girls of Junior age. There should be no rivalry between the Junior Department of the Bible-school and the Junior Christian Endeavor Society or the Junior Epworth League or the Junior Young Peoples' Association. The Superintendent of the one

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should work in the closest cooperation with the Superintendent of the other. The course of studies adopted by each should be complementary. Both should be subsidiary to the church and both should have for their object the development of Christians to carry on the work of the church in days to come.

BLACKBOARD REVIEW

LEAKAGE

I. WHEN IT IS SUPPOSED TO BE GREATEST

II. WHEN IT REALLY IS GREATEST

III. TO PREVENT IT. CONSIDER:

1. The period of leakage.
2. The organization and working of the Junior Department.
3. The gang instinct.
4. The play instinct.
5. After the Junior, What?
6. The coordination of the Junior Department with the various Junior organizations of the church.

XIII

SUPPLEMENTAL WORK

KEEPING in mind what has been said in chapters seven and eight concerning the memory and the receptive faculties of the Junior pupil, the superintendent or the teacher should plan a three years' course of supplemental work. If the class is a small one, the supplemental studies should be conducted by the teacher as parts of the services preceding and succeeding the study of the lesson. In subdivided departments or classes the group leader should teach the supplemental lessons and hear the recitations of memory work.

The first endeavor should be to give the pupil a working knowledge of the Bible. In order to accomplish this the following plan has been followed successfully in some places.

In the Primary Department as part of the supplemental work, the children were told a number of stories, which they knew by name and which they were told were in the Bible. The following is a list of the titles of some suitable stories:

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The Baby in the Ark.
The Coat of Many Colors.
The Syrian Maiden.
The Boy David.
The Boy King.
The Beautiful City Beyond.
The Boy with an Ephod.
The Call of Samuel.
Daniel's Band.
The Babe of Bethlehem.
Jesus' Cousin.
The Lad with the Lunch Basket.
The Boy who was Taught by His Grandmother.
The Children whom Jesus Blessed.
The Greatest in the Kingdom of Heaven.
The Story of Creation.
The Story of the Flood.

When promotions are made from the Primary, the teacher of that department gives to the leader of the Junior Department a list of the titles of the stories which the children know by name. When the time comes the teacher, having put a Bible into the hands of each pupil, proceeds somewhat as follows:

“In the Primary Class you learned the story called ‘The Coat of Many Colors.’ You will find that story near the beginning of the Bible. See who can find it first, put your finger in the place, hold up your Bibles so that I can see who has found it.”

The children then proceed to search for

the story. A few will find it. They should be commended for doing so, and especial recognition should be made of the one who first found the place.

During the week many of the children will hunt for the story or get some older person to show them where it is recorded, so that when it is called for again on next Sunday, there will be a number who can turn to it readily.

When the place of the story has been found several of the pupils should be asked to give the name of the book in which it is written and the number of the chapter of that book. Then the teacher should ask: "What book is just before the book of Genesis?"

The answer will be: "None."

"Then what would you call the book of Genesis?"

When the pupils understand that it is the first book of the Bible and that its title means "first" or "beginnings" say: "Turn to the book that comes just after Genesis." When all have done so, ask:

"What is its name?"

"What book would you call it?"

"That's right: The second book of the Bible."

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“What book follows Exodus ? All turn to it and see.”

“Good. Leviticus.”

“Now answer all together, please: What is the name of the first book of the Bible ?”

“Of the second ?”

“Of the third ?”

From three to five minutes should be spent on this part of the supplemental work. On next Sunday, to-day's work should be reviewed, another story on the list should be named and found, and the thoughts of the pupils directed to the name of the book in which it is recorded, to the book that precedes, and to the one that follows.

Pupils trained in this way cannot be fooled, as were a number of teachers in a convention of Bible-school workers, who, on being asked:

“How many of you can turn at once to the book of Hezekiah ?” began to turn the leaves of their Bibles. They will not be like the deacon in a Presbyterian Church, who once declared to the writer: “Frequently when the pastor announces his text, I do not turn to it, because I am not just sure that I can find it and I do not want to let the people see me fumbling over the leaves of the Bible.”

On each Sunday, a few minutes should be

occupied in teaching the pupils both the words and the music of the hymns, which it is hoped they will use all their lives and which perhaps in days to come will be a great comfort to them in hours of sadness, and perhaps prove a great help in times of temptation. These hymns once learned should be used occasionally in the devotional services at the beginning and the close of the school hour. The following hymn titles are suggestive of what may be memorized for future use.

This list of thirty-two titles was compiled by the Rev. Louis F. Benson, a well-known authority and compiler of the Hymnal of the Presbyterian Church:

1. Rock of Ages, Cleft for Me.
2. When I Survey the Wondrous Cross.
3. Jesus, Lover of My Soul.
4. All Praise to Thee, My God, this Night.
5. Jesus, I My Cross Have Taken.
6. Sun of My Soul, Thou Saviour Dear.
7. Awake, My Soul, and with the Sun.
8. Hark ! the Herald Angels Sing.
9. Abide with Me ! Fast Falls the Eventide.
10. Jerusalem, My Happy Home.
11. How Sweet the Name of Jesus Sounds.
12. Nearer, My God, to Thee.
13. From Greenland's Icy Mountains.
14. God, Our Help in Ages Past.
15. Jerusalem the Golden.

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16. Lo ! He Comes, with Clouds Descending.
17. Jesus Shall Reign where'er the Sun.
18. Glorious Things of Thee are Spoken.
19. Hark, the Glad Sound ! the Saviour Comes.
20. Come, Let Us Join Our Cheerful Songs.
21. All Hail the Power of Jesus' Name.
22. Hail to the Lord's Anointed.
23. O Worship the King All-glorious Above.
24. Christ the Lord is Risen To-day.
25. Guide Me, O Thou Great Jehovah.
26. Just as I Am, Without One Plea.
27. God Moves in a Mysterious Way.
28. Jesus, the Very Thought of Thee.
29. Children of the Heavenly King.
30. There is a Land of Pure Delight.
31. Thou, Whose Almighty Word.
32. Brief Life is Here Our Portion.

The following hymns have been suggested
by various persons :

Arise, My Soul, Arise.
Love Divine, All Love Excelling.
A Charge to Keep I Have.
Holy, Holy, Holy.
In the Cross of Christ I Glory.
Onward Christian Soldiers.
Yield Not to Temptation.
My Country 'Tis of Thee.
Joy to the World.
When Morning Gilds the Skies.
O ! Day of Rest and Gladness.

The chapters of the Bible and the Golden
Texts to be memorized should be selected

with great care and there should be given to each pupil a list of them, on which is announced the rewards that are to be given to those who will correctly recite them within the time specified.

Their meaning should be explained by the teacher, who should ascertain whether the pupils have a proper conception of the terms employed. They should be memorized at home, repeated by individuals to the teacher or to an assistant and when familiar to a number in the class they should be used as the Scripture parts of the devotional services.

From the following chapters a suitable selection may be made:

The Commandments	Exodus 20.
The Sum of the Commandments	Matt. 22 : 35-41.
The Beatitudes	Matt. 5 : 1-16.
The Disciples' Prayer	Matt. 6 : 9-15.
God's Care	Matt. 6 : 25-34.
The Righteous and the Wicked	Matt. 7 : 15-29.
The Greatest Thing in the World	1 Corinthians 13.
The Tongue	James 3 : 3-13.
Temptation	Matt. 4 : 1-10.
1 Samuel 3 : 1-10.	
Psalms 1, 8, 9, 23, 34, 46, 90, 91, 100, 103, 121, 146.	
Proverbs 1 : 20-33 ; 3 : 1-8.	
Ecclesiastes 12 : 1-7.	
Isaiah 53.	
Daniel 1 : 8-17.	

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Luke 2 : 40-52.

John 1 : 1-14 ; 3 : 14-21 ; 14 ; 15.

Romans 12.

1 Corinthians 15 : 50-58.

Ephesians 6 : 10-17.

1 John 1.

Revelation 21 : 1-8 ; 22 : 1-7.

In this connection, we quote the following from *The Biblical World* :

“One of the interesting questions often asked, and to which different answers are given, is the question as to what passages of Scripture will be of greatest benefit to boys and girls when committed to memory in early years. In the *Watchman* of April 23 a list of such passages is suggested which is worthy of careful consideration. The passages are as follows : (1) the Ten Commandments; (2) the Lord's Prayer; (3) the Beatitudes, Matt. 5:1-12; (4) Trust in God, Matt. 6:24-34; (5) the Two House-Builders, Matt. 7:24-29; (6) the Parables of the Kingdom, Matt. 13; (7) the Parables of Rescue, Luke 15; (8) the Praise of Love, 1 Cor. 13; (9) the Control of the Tongue, James 3:1-12; (10) Psalm 1; (11) Psalm 19; (12) Psalm 23; (13) Psalm 34; (14) the Two Paths, Prov. 4:14-20; (15) the Way of Life, John 14:1-8; (16) the Heavenly City, Rev. 21:10-13, 22-27; 22:1-6.”

That the teacher may be helped in her se-

lection of Golden Texts to be memorized we present the following list compiled by the Rev. James Rain of Cortland, N. Y. On slips of paper six inches long by three and a half inches wide which are distributed to the members of his school, Mr. Rain has the following printed :

MEMORY PASSAGES

We wish all our members to be able to repeat all these passages. Begin with the first and try to spend at least

ONE MINUTE A DAY

until all are learned. Keep this slip in your Bible.

The primary class may learn the passages in section I with the references; the next class learn I and II, with references; the next class, I, II, III, and so up.

I

Gen. 1:1	Ps. 122:1	Matt. 5:3-10	Mark 16:15
1 John 4:8b	Ps. 23	Matt. 19:14	Acts 20:35c
1 John 4:11	Matt. 6:9-13	John 3:16	Ps. 56:3

II

Luke 10:27	Gal. 6:7	Isa. 1:18	Phil. 4:13
Matt. 6:24	Prov. 1:10	Luke 2:13, 14	Col. 3:23
Luke 6:31	Rom. 6:23a	John 6:37b	James 1:5
Luke 22:42	John 14:15	John 17:3	Rev. 22:17
Matt. 7:3	Gal. 5:22	1 Cor. 15:33	Prov. 15:1
Ps. 103:13	Ps. 100	Eph. 6:11	Ps. 1

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III

John 12:24	Micah 6:8	Matt. 6:33	Matt. 7:21
Matt. 22:37-40	Ps. 51:10	Prov. 4:23	Eccles. 12:1
Ex. 20:2-17	1 Cor. 15:55,57	Gal. 6:2	Heb. 13:8
James 4:7	1 John 1:9	Rev. 3:20	Ps. 119:11
Ps. 119:105	Prov. 3:5	Prov. 20:1	Prov. 22:1
John 6:35	John 8:12	John 10:9	John 10:11
John 11:25	John 14:6	John 15:5	John 12:32

IV

Matt. 11:28-30	Matt. 7:24-27	Matt. 24:44	1 Cor. 13:1-13
Matt. 6:19-21	Eph. 6:11-17	Matt. 25:34-40	1 John 3:2,3
Deut. 16:10b	Phil. 2:5-11	Job 19:25-27	1 Th. 4:25-32

V

Luke 15:11-32	Isa. 53	Ps. 8, 84, 91, 103.
Rom. 12:1-21	Isa. 55	Ps. 15, 19, 27, 46.

Marion Lawrance answers the following question in *The Sunday School-Times* :

Would it not be practicable for you to select choice Bible verses to be committed to memory by all, young and old, officers, teachers, and pupils of our Sunday-schools ?

Possibly practicable, but not necessary, because each school can select its own memory verses, and would probably prefer to do so. A very choice selection of such verses will be found in a leaflet on supplemental work in the Sunday-school, prepared by Dr. Frank Woodbury, Halifax, N. S. An application with stamp enclosed will bring you a copy. A few of the many we use in our school are as follows : Psalms 37 : 5 ; 42 : 1 ; 51 : 10 ; 56 :

3; 119 : 11, 105; Proverbs 1 : 10; 3 : 5; 4 : 23; 15 : 1, 3; 20 : 1; 22 : 1; Ecclesiastes 12 : 1; Isaiah 1 : 18; Daniel 12 : 3; Jeremiah 29 : 13; Matthew 11 : 28; Mark 16 : 15; Luke 2 : 14; 9 : 62; John 3 : 16; 9 : 4; Acts 4 : 12; 16 : 31; Romans 6 : 23; 1 Corinthians 15 : 33; Galatians 6 : 7; Ephesian 6 : 11; Philippians 4 : 13; Colossians 3 : 23; 1 Timothy 1 : 15; 2 Timothy 2 : 15; Revelation 3 : 20; 22 : 17.

The writer was laughed at once by a clergyman who declared that the pupils of his Sunday-school would not make the mistakes in regard to Bible history that some members of the writer's school had made.

The answer was: "If you will do just as I tell you, I will make you ashamed of yourself."

The challenge was accepted. The clergyman agreed to go to his high-toned school in New Jersey, give to each member of over ten years of age a hymn-book, a pencil and a slip of blank paper, and to ask them to write quickly and without taking their eyes from the paper the answer to the question:

"Where was Jesus born?"

The result made the laughter ashamed of himself, for as he afterwards confessed in humiliation: "In my school, Jesus was born everywhere from Jericho to Jersey City." The teacher of Juniors should make a short com-

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prehensive outline of the principal events in Biblical history, giving the names of persons connected therewith and the dates. Two or three events should be taught on each Sunday, what has been learned should be reviewed on each succeeding Sunday, and in a few months the Junior pupils with their wonderful powers of memory will have in mind an outline of Biblical history that will seem simply marvellous to those who have never learned what can be accomplished by doing a little at a time and keeping everlastingly at it.

When it comes to a selection of doctrinal truths and of denominational history each Junior leader must decide for herself, according to the church of which she is a member and under whose banner she wishes her pupils to become loyal workers for Jesus Christ. The writer has examined a number of books and pamphlets, any one of which will be suggestive in this line of effort. (See Bibliography.)

The International Primary Department recommends the following as the outline of supplemental work for the Junior Department:

Special Teaching on Benevolence, Prayer, Temperance and Salvation.

Books of the Old Testament and of the New Testament with a general knowledge of their contents.

Simple Bible Geography.

Heroes of the Old and New Testaments.

Names of the Apostles.

The Apostles' Creed.

The Ten Commandments.

The Beatitudes.

Hymns.—From Greenland's Icy Mountains.

My Faith looks up to Thee.

Nearer My God to Thee.

(Taught with its Bible setting.)

Choice for Extra Memorization Work.

1 Cor. 15 : 51-58; Matt. 6 : 25-34; Ps. 121;

John 14 : 1-14; 1 Cor. 13; Ps. 100; Ps. 19.

Bible Songs.—Song of Moses. Song of the Captives. Ps.

137. Mary's Song. The Angels' Song.

Luke 2.

Hymns.—Jesus, Lover of My Soul.

Love Divine.

Onward Christian Soldiers.

Holy, Holy, Holy.

Guide me O thou Great Jehovah.

XIV

ATMOSPHERE

Do you not realize, when you are not very strong, how you suffer from a sudden transition from one kind of an atmosphere into another?

It is a bright, balmy spring day. The atmosphere is clear, with just enough of cold in it to make your nerves tingle a little. Everything seems electric with a power that touches your vital force and you say: This day makes me feel like living. The very best in you is given forth naturally and spontaneously and you accomplish wonders with very little apparent or exhaustive effort.

The next morning you awake with a tired, heavy feeling. Your brain seems weighted and your bones ache. The *go* of yesterday seems to be a dream. Thinking is difficult, effort is irksome and life is a burden. What is the cause of the difference in your feeling? The atmosphere changed while you slept. The brightness, cheer and invigoration of yesterday are gone, and in their place is a raw, chilly fog permeating the very marrow of

your bones and freezing your vital force. What a contrast in the two days! How you suffer because of the transition!

Perhaps you have never thought of the spiritual atmosphere that calls out the best in boys and girls in contrast with the one that quenches their spiritual life. What happens to you in the sudden change in the physical atmosphere is what takes place in a pupil's experience when that one is suddenly projected from the atmosphere of a first-class Primary Department into the atmosphere of the main room of an ordinary Bible-school.

In the Primary class all was brightness and cheer. The prayers, the hymns, the Scripture reading, the devotional services and the various exercises of the session were all for the child, on the plane of his experience and with the appeal made to him in accordance with his method of thought and mode of living. Then, at once, he is put into a spiritual atmosphere intended for older persons. Nearly everything is above him and beyond him. How he misses the blackboard, the objects and symbols, the pictures, the music, the everything that used to so appeal to him, as employed by a Spirit-filled teacher who understood him and his child life. His individuality has departed. He feels lost in the big room. Is it any wonder that he wants to

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go back to the Primary Class or determines to leave the school? It would be an interesting study for superintendents to try to learn how many of the boys and the girls who are no longer in the school, left potentially or actually before they were twelve years of age. They leave, many of them because they cannot stand the change in atmosphere.

Of course it is easier to talk about a good or a bad atmosphere than to be able to give explicit directions as to how to secure the one and to avoid the other. There are, however, certain elements which enter into the composition of the atmosphere of a Junior Department to which attention may be called.

THE ROOM

A separate room for the Junior Department is essential to the best atmosphere of the Junior Department. (See Chapter V.)

THE TEACHER

The example of the teachers has much to do with the atmosphere of the room. Their knowledge of the pupils will lead them to do or to refrain from doing many things that will influence the atmosphere. Hence, especial attention is called to the chapter on DISCIPLINE and also to those on CHARACTERISTICS of the pupils.

SANITATION

The interaction of body, mind and spirit is so continuous and so complex that whatever affects one of these, influences the others. Hence, impure air will make it impossible for a person to appreciate and receive spiritual truth. Mr. Moody would never begin or continue work in a room filled with impure air. He knew that the Holy Spirit does not have much influence over persons who are breathing a poisoned atmosphere.

PARAPHERNALIA

All that the pupil has been accustomed to in the Primary class he should find in the Junior Department. The blackboard, the picture roll, the object, the symbol all have their places here. To these may be added the sandboard. The principle that should prevail in the use of these things should be: *These are used not for their own sake, but for the sake of helping to impress spiritual truth.* A great help in the cultivation of the proper atmosphere are carefully selected pictures hung on the walls so that the pupils may, as it were, unconsciously absorb the truths which they depict. These should be changed from time to time, and the children should be treated to surprises by finding occasionally in the room something new to look

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at and to think about and by seeing the accustomed pictures and ornaments in new positions.

The rules observed by the teacher in the use of all class paraphernalia should be deduced from the principles enunciated in the chapter on THE RECEPTIVE AGE.

DISTRACTIONS

In the chapter on DISCIPLINE attention is called to the necessity for removing or excluding all possible distractions. Both for the sake of discipline and for the sake of the proper atmosphere all the Junior Department work should be so arranged that there never will be two or more things competing for the pupil's attention at the same time. For example: While the devotional services are being conducted, the lesson is being taught on the platform, or any exercises are being led therefrom nothing else should on any account be permitted to go on in any part of the room. If there is an imperative necessity for something to be done, let all platform work be absolutely suspended until it is attended to.

Again: When there is a necessity for writing, for secretary's work, for library work, or for work of any kind to be done, let it be attended to where the pupils cannot see the

workers. If no other method can be devised, put these latter behind screens. By all means keep them out of sight.

More and more is attention being paid to atmosphere, as the value of a helpful atmosphere is being appreciated. Here, as in many other matters we are coming to realize the value of the old adage: Prevention is better than cure. A good atmosphere prevents disorder. It helps to call forth the very best that is in the pupil. It stimulates the teacher to do her work easily and with delight. It assists in getting the very best spiritual results and the largest possible amount thereof.

Forethought! forethought! Planning! planning! Attention to so-called little things! Oh! what a rich harvest these yield when employed for the purpose of securing and maintaining the right atmosphere for the Junior pupils, whose receptive faculties are so keen and so active and whose whole nature is so sensitive to surroundings.

XV

DISCIPLINE

“WOULD you be rigid with the pupils of the Junior grade?”

“That depends on what you mean by ‘rigid.’ The teacher should have a backbone as rigid as a ramrod, but when she is dealing with the pupils she should have on, as it were, a pair of sealskin gloves.”

“Are there many teachers who are capable of having this ramrod-like backbone and the sealskin gloves?”

“There are. Their backbone is all right in society, in business, in politics and in other walks of life, but when they get into the Bible-school they seem to lose their backbone. Many also forget to put on the sealskin gloves. The result is disorder.”

The above is a condensed report of a conversation at a Bible-school workers’ Institute, where the method of handling boys and girls between the ages of nine and twelve was being discussed.

It contains the germs of several principles

that must never be overlooked in dealing with Bible-school pupils.

Discipline must begin not with the boys but with those at the top of the school. The pastor must be disciplined first, then the officers, then the teachers. Disorderly workers are responsible for much of the disorder in many schools. Let the leaders be in order, and, with rare exceptions, it will not be difficult to get the pupils to be orderly.

If the teacher or the superintendent has the cooperation and help of the officers of the school in the matter of discipline her work will be comparatively easy, if she has not their sympathy and aid, her work will be difficult, but still she must make up her mind that she can and will have a quiet, orderly, interested class.

The first question to answer is: Why should I strive for discipline? The answer is threefold:

1. The Bible commands it. 1 Corinthians 14: 33 reads thus: God is not the author of confusion (*i. e.*, tumult or unquietness) but of peace. The fortieth verse of the same chapter contains this command: LET ALL THINGS BE DONE DECENTLY AND IN ORDER.

2. It is easier to work and the best results will be accomplished when a department is disciplined. It is always easier to do things

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in the right way rather than in a wrong way.

3. We are doing the pupils a grave injustice if we permit them to act in the Bible-school as they would not be allowed to act in polite society or in business circles.

The next question to receive serious consideration is: What is discipline? For the Junior Department a guiding principle might be enunciated as follows: A Junior Department is disciplined when the *right thing* is done in the *right way* at the *right time* by the *right person*.

With this principle accepted then comes the question concerning details:

How ? How ?

The teacher must discipline herself.¹ A disorderly teacher makes a disorderly class. Fussiness, nervousness, irritability or unpreparedness on the part of the leader will inevitably be reflected back by the pupils. Quietness, calmness, sweetness and mastery of detail on the part of the instructor will be evident in the orderly conduct of those who are being trained. Let the teacher, therefore, be careful first of all of her own condition.

Much so-called disorder is due to physical

¹ We use the feminine because the superintendent of a Junior Department or the teacher of a Junior class is generally a lady.

causes. Hence, the Junior Department superintendent must be on the alert constantly to secure the very best physical conditions. Ventilation or the lack of it, heat or cold, sunshine or darkness have much to do with the order of the class. A child may seem to be disorderly because of some personal physical ailment or discomfort. It would be well to have in the Junior Department a woman with motherly instincts, keen intuitions and active sensibilities, whose chief duty it will be to help those whose physical condition tends to make them restless.

Having disciplined herself and having provided for the comfort of her pupils, the Junior leader should begin on her assistants. In a series of friendly conferences she should indicate to her helpers just *what* she expects each of them to do, *why* such things are expected and *how* they are to be accomplished. There should be no dictation but the spirit of real cooperation. If any one will not cooperate the department can get along better without that one than with him or her.

Knowing just what is needed in the department and planning to secure it by the proper actions of those who are working within it, the leader should protect it from ignorance or selfishness on the part of other workers in, or other members of,

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the school. No one, not even the pastor or the superintendent, should be allowed to come into the Junior room for the purpose of interrupting the teaching exercises. Secretaries, librarians, distributors of literature and messengers of all kinds should be excluded during the devotional services and the teaching of the lesson. Everything of a clerical nature that can possibly be attended to before the opening of the class exercises should be disposed of and other matters should be postponed until the class is ready for dismissal. In places where it is absolutely necessary to have interruptions, five minutes should be set apart for them and they should all come within this time, during which the children should not be expected to give their attention to platform or class work.

To help in the discipline of the class, all distractions should be removed or avoided as far as possible. For example: If there is some object in the room that is likely to distract the attention of the boys and girls from what ought to have their undivided attention it should be placed outside the room or covered up. In some places the sexton has the bad habit of raking the furnace which is just under the Junior Department at the time when the platform work is in progress. This

should be stopped even if it is necessary to employ a new sexton.

Finally, the pupils should be disciplined. If the foregoing suggestions are carried out this will not be difficult. The atmosphere will be such that it will be pleasant and natural for them to do things in a quiet, orderly manner. "I would not have you think that I do not believe that atmosphere is two-thirds or even nine-tenths of the matter of discipline," said a successful educator at a Bible-school workers' Institute where this question had been discussed.

With the atmosphere all right, the teacher's example backed by a quick eye, a pleasant smile and a significant gesture now and then will accomplish the rest.

But what of the boy or girl who will not behave even after all that has been suggested is carried out? is the oft-repeated question of those who are constantly thinking of the pupils. Occasionally one such is found. Then he or she must be dealt with *personally* with no one around. Prayerful persistence will accomplish wonders. The cooperation of the parents should be secured. The offender should be made a subject of particular study and of especial prayer. If one absolutely refuses to be benefited by the proper treatment that one should be given a corner

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of the room in some place where he cannot influence other pupils. If necessary give him or her an especial teacher to look after him.

The question of rewards plays a very important part in the matter of discipline. The writer does not believe in prizes obtainable by only a few, the competition for which is apt to excite unchristian rivalry. But to reward a pupil for doing right is Scriptural and in perfect accord with God's treatment of all who are in the school of life. The rewards should have an honorary rather than a monetary value and should be so awarded that they are obtainable by a large number. Certificates, honor rolls and public recognition of careful work or of good deportment are very helpful to discipline.

Less attention should be paid to the disorderly or negligent pupil and more to the orderly, faithful one. Less scolding for evil-doing and more commendation for well-doing will have a wonderful effect in raising the tone of a class, a department or a school.

BLACKBOARD REVIEW

DISCIPLINE:

Ramrod.

Sealskin gloves.

- I. WHERE begin ?
- II. WHY ?
 1. Bible commands it.
 2. Because of results.
 3. For justice' sake.
- III. WHAT? Principle.
- IV. HOW ?
 1. The teacher disciplined.
 2. Physical conditions made right.
 3. Assistants instructed.
 4. Protection afforded.
 5. Distraction removed.
 6. Offenders individually dealt with.
 7. Rewards offered for well-doing.
 8. Little scolding, much commendation.

XVI

REVIEW QUESTIONS

THESE questions are printed here promiscuously without regard to the order of dealing with the various subjects. They may be used by students in testing their knowledge of the contents of this manual, or where the book has been studied in classes, they will make fair review or examination questions, as they are all answered in the text including the appendix.

1. How organize the Junior Department ?
2. Should it consist of one class or of several ?
3. What are the proper age limits of the pupils of this department ?
4. What is the proper equipment for the Junior Department ?
5. What kind of a teacher should be given to the Juniors ?
6. What should be the basis of promotion into, within and from, the Junior Department ?
7. Should teachers advance with their classes ?
8. What can you say about the opening and closing services ?
9. What kind of supplemental work should there be in the Junior Department ?
10. How should it be taught ?

11. What do you understand by discipline ?
12. State why the Junior Department should be disciplined ?
13. How should it be disciplined ?
14. Why is the Junior age the submissive one ?
15. What advantage may be taken of this submissiveness ?
16. Do you think that in the future more persons will be brought to Christ before adolescence than formerly ?
17. Why ?
18. At what age should a child be brought to Christ ?
19. During what period should the Christian child be brought into the Church ?
20. What should the Church do for her young adolescents ?
21. Should the teacher of Juniors study her pupils ?
22. Why should the teacher study her pupils ?
23. How may she study them ?
24. What are some of the physical characteristics of the Junior pupils ?
25. What are some of their intellectual characteristics ?
26. What are some of their spiritual characteristics ?
27. Shall the Junior pupils use the Bible in the class ?
28. How may the Bible be used in the class ?
29. What is the best way to secure home study of the lesson ?
30. What can you say about the room for a Junior Department ?
31. How may a Junior Department be conducted without a separate room ?
32. What should be the relation of the parents to the Department ?
33. How may this relationship be fostered ?
34. What do you say about the use of quarterlies and other lesson helps ?

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35. What is the best period of life for memorizing?
36. What do you think of memorizing by rote?
37. What are some of the things that Juniors should memorize?
38. What should precede the request to memorize any of these things?
39. How would you make use of the trait of curiosity?
40. Of the trait of imitation?
41. At what age may the best results be obtained in Bible-school work?
42. What should be the relationship of the Junior Department to the Junior organizations of the Church?
43. How may the play instinct be utilized by the Bible-school?
44. What should come after the Junior Department?
45. What is the best method of teaching reverence?
46. Why is the Junior period the Golden Age for habit building?
47. Name some habits that Juniors should be helped to form?
48. Give some hints as to the Junior teacher's work in habit formation?
49. How does the Junior teacher influence her pupils most?
50. What ought to precede good work for Juniors?
51. What should be the definite ends kept in view in planning devotional services for Juniors?
52. What especial days should be observed in the Junior Department?
53. Should there be a weekly review? By whom?
54. What should be the relation of the Junior Department to the Church?
55. What can take the place of religious training in the home?
56. How may "the gang instinct" be utilized?

57. What use may be made of the play instinct?
58. How shall we keep our "big boys" from slipping out of the Bible-school?
59. Should pupils be rewarded?
60. Why? How? With what?
61. How may the Home Department be made helpful in Junior Work?
62. A Junior teacher has a pupil who does not wish to be promoted. What should she do?
63. How shall the attendance of Juniors at the Church services be secured?
64. What should be the first definite aim of the Junior Department?
65. What should be the second?
66. At what ages are the perceptive faculties strongest?
67. At what period are the receptive faculties strongest?
68. What pedagogical use may be made of the answers to questions 66 and 67?
69. During what period of life do most persons obtain the greater part of their education?
70. Wherein do Junior pupils differ from Primary pupils?
71. Give some suggestions for keeping the older boys and girls in the Bible-school?
72. What is the best method for securing home study of the lesson?
73. Name some of the elements necessary to form a good atmosphere for Juniors?
74. What is the value of a good atmosphere?
75. How may the library be made helpful to the Junior Department?
76. Name some principles that should be kept in mind in selecting books for Juniors.

XVII

BIBLIOGRAPHY

IN the preparation of this volume the author has as a background the experience of over a quarter of a century as a Bible-school worker. During this time he has embraced many opportunities to study the boy and the girl at first hand. In his judgment this is both the easiest and the best method for the teacher to pursue; the easiest because she has her material around her; the best because she may study those whom she is to instruct.

To those who will not neglect the easiest and the best method books will be very helpful. The writer has read much in, and has been greatly helped by the various writers in, *The Pedagogical Seminary* and *The American Journal of Psychology*. He has listened to or has read lectures by paidologists like Professors Dawson, St. John and Archibald. To these he expresses his gratitude as well as to a large number of authors of articles in current periodicals. He has also gained much from the following publications, which he recommends to those seeking help in their work for Juniors:

SUPPLEMENTAL WORK

Manual of the Graded Course of Instruction. Published by the Presbyterian Church in the United States. Rev. A. L. Phillips, D. D., Richmond, Va.

Outlines of Graded Supplemental Lessons for the Elementary Departments of the Sunday-School. Published by The International Primary Department, Crozier Bldg., Philadelphia, Pa.

Recommendations for Grading Our Rochester Sunday-schools. Thomas Dransfield, Rochester, N. Y.

Bible Course for Junior Classes and Societies, by Elbertine Robertson. David C. Cook Publishing Co.

An Elementary Course of Normal Study. Marion Lawrance, Toledo, Ohio.

Professor George W. Pease's

(1) Old Testament History.

(2) New Testament History.

(3) Symbols for Teaching the Books of the Bible.

Supplemental Lessons for Primary and Intermediate Departments, by Mrs. W. B. Porter, Cleveland, Ohio.

Home Work in the Junior Department. The International Evangel for Aug. and Sept., 1903.

The School in the Home. Newell Dwight Hillis. Published by Fleming H. Revell Co. (Contains a list of Great Chapters in the Bible and a list of Great Hymns of the Christian Church.)

Memorizing and Methods of Promoting It. Booklet. David C. Cook Pub. Co.

PAIDODOLOGY AND PEDAGOGY

The Teacher, the Child and the Book. A. F. Schauffler, D. D.

The Pastor's Leadership of Sunday-school Forces. Rev. A. F. Schauffler, D. D.

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Chart on Childhood. Edward P. St. John.

The Natural Way in Moral Training. Patterson Du Bois.

The Pedagogical Bible School. Samuel B. Haslett.

The Teacher and the Child. H. Thistleton Mark.

A Study of Child Nature. Elizabeth Harrison.

The Seven Laws of Teaching. J. M. Gregory, LL. D.

The Point of Contact in Teaching. Patterson Du Bois.

Pictured Truth. Rev. R. F. T. Pierce, D. D.

The Blackboard Class. Florence Darnell.

PSYCHOLOGY

Talks on Psychology. A. S. Welch, LL. D.

The Story of the Mind. James Mark Baldwin.

Psychology in Education. Ruric N. Roark, Ph. D.

Psychology and Psychic Culture. Reuben Post Halleck, M. A.

MISCELLANEOUS

The Boy Problem. Wm. Byron Forbush.

The Early Conversion of Sunday-school Scholars.
Booklet by Rev. A. F. Schauffler, D. D.

The Junior Department of the Sunday-school. Israel P. Black.

Individual Work for Individuals. H. Clay Trumbull D. D.

Object Lessons for Junior Work. Mrs. Ella N. Wood.

MATERIAL

The David C. Cook Publishing Co., 146 Fifth Ave., N. Y., issues a card containing The Ten Commandments, The Lord's Prayer, The Apostles' Creed, and the Books of the Bible.

Miss Frances S. Walkely, New Haven, Conn., has prepared an outline of Old Testament History for use in the Junior Department.

The various sets of pictures, such as the Perry, Wilde, Cosmos, Brown, Leeper.

Prices for picture rolls, objects, symbols and wall maps will be quoted by the various denominational and non-denominational publishing houses.

The above does not pretend to be a list of books and material suitable for general Bible-school work, but only of what will be especially helpful for workers in the Junior Department. Hence the omissions.

XVIII

APPENDIX

A

EIGHT TO SEVENTEEN

"I WAS converted at eight years of age, but I did not really begin to lead a Christian life until I was seventeen years old."

The speaker was a thoughtful, devoted Christian of five and seventy. The occasion was a conversation among a group of Bible-school workers following an Institute, the theme of which was Decision Day.

"Why did you not begin your Christian life when you were converted?"

"There was some doctrinal difficulties that puzzled me and when I became tangled up in them I was not properly handled and the result was that I made no progress in the spiritual life."

The testimony of the old man has been repeated to the writer in substance by scores of persons during the past two years. Very many of those who are now devoted Christians, bearing the burdens of Church life and actively carrying on the work of the Kingdom, in childhood turned to Jesus Christ as their Saviour and Master, but because too much was expected of them in regard to doctrine or because an unattainable standard of Christian living was held up for them, they stood still "in the way" for years. With many, the time came when they could un-

derstand better or when a different view of life was presented to them and they took a new start and began to go forward in the Christian life. By many, this second start was thought to be the time of real conversion. Many others realize that they were really converted at the earlier time but that their conversion was not followed by the proper progress.

In these days we are becoming wiser. Unprecedented efforts are being put forth to bring the child to Christ. The age at which the child *may* and *should* come into vital relations with the Saviour is becoming lower and lower. This is as it should be, but another important element in the child's spiritual life is also being emphasized more and more as the years roll on. This is the absolute necessity for the culture of the young converts. Various terms such as "training," "nurture" and "culture" may be employed, but the *fact* is being grasped. When the rising generation of Christians give their testimony in the days to come, there will be few of those who will say, "I was converted at eight, but I did not really begin to lead a Christian life until I was seventeen." What a blessed thought it is! *The young converts are being cared for.* In the folds of the future there will be more and better sheep because the lambs of to-day are being so well looked after. No one has a more hopeful nor a more blessed part in this important and fruitful work of nurture than has the teacher of the pupils of the Junior Department.

B

STRENGTHEN THE JUNIOR DEPARTMENT

There are those who have long and carefully studied the question: How shall boys between the ages of twelve

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and sixteen be retained in the Bible-school? While they realize that there are many difficulties involved in the answer, still they are convinced that in the past Bible-school workers did not begin the solution of the problem with the proper factors thereof. *Too much attention was paid to the boy of fourteen, and too little to the boy of nine.* To-day advanced thinkers are urging the formation and the proper working of a *Junior Department* for the purpose of preparing to hold the boy of fourteen or sixteen in the school. Connected with this department at least four factors are to be considered:

I. *The Age Limits.* At about eight and a half years of age, the average normal child reads intelligently and with pleasure. At about twelve years of age, the average pupil enters that period of development which is now so commonly spoken of as adolescence. *Therefore, the Junior grade should be made up of pupils between the ages of nine and twelve.*

II. *The Teacher.* The very best teacher in the Bible-school should teach the Primary. The next best should have the pupils of the Junior age. Alas, that the reverse should be the case in so many schools! Boys are promoted from the Primary, where they have been instructed by a first-class teacher, and have had the benefits of all the paraphernalia of the Primary Department, and are put into a corner of the main room with a young, inexperienced teacher who has little of the ability of, and none of the helps employed by, the teacher of the class whence they came. Is it any wonder that they become dissatisfied and long for the time to come when they can leave the school?

III. *The Room.* If there is one good room in addition to that occupied by the main school, it should be given to the Primary Department. If there are two rooms, the second best should be given to the boys and girls of the

Junior grade. The first of these propositions is now almost generally accepted by Bible-school workers. The second is frequently objected to. The old ladies' Bible-class enjoys its cozy room, while the pupils of Junior age are out in the main room. Let such rooms be enjoyed, but let not the occupants thereof ask: Why do our boys leave the Sunday-school? While a separate room does not settle the big-boy problem, it goes far towards solving it.

IV. *The Paraphernalia.* In the Primary age the perceptive faculties are strongest. In the Junior age the receptive faculties are very strong. Hence, what has been *perceived* by the Primary pupil should be *received* and made his own by the Junior pupil. Therefore, all the paraphernalia of the Primary room should be used in the Junior room, with such modifications as are necessitated by the developing powers and increasing intelligence of the pupils. In addition to the blackboard, charts, symbols and objects used in the Primary class, the teacher of Juniors should put a Bible into the hands of every one of her pupils and should teach them how to use it.

To recognize and employ the developing powers of the pupils between the ages of nine and twelve, to prepare them for the coming "storm and stress" of adolescence, and to bind them to the Bible-school, as a part of the Church, is the aim of those who plan for and carry on a *Junior Department*.—From *The Gospel for Boys*, by David C. Cook.

C

HOME WORK FOR THE JUNIORS

The Junior Department is now well known as the upper grade of the Primary Department, and as this division is supposed to be made up of children of the "reading age,"

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some home work may be expected of them, although it is not an easy matter to determine on the character of such material. In the Central Methodist Episcopal Church, in the city of Wilkesbarre, the pastor and superintendents decided the matter for their school by sending the following letter recently to the parents of the Junior children:

CENTRAL M. E. SUNDAY-SCHOOL

WILKESBARRE, PA., *March 20, 1903.*

We are sending you herewith a card containing the Ten Commandments, the great New Commandment, and the hymn "Coronation." These are being taught to the children in the Junior Department. Our purpose is not to burden them, but simply to give a short drill each Sunday until these truths are committed to memory by the scholars.

We are sure that you will appreciate the great importance of this work on the part of our school. Will you not assist us in this by encouraging your child to study the card some each week?

We shall be glad to have you visit our school if you are not already a member.

Cordially yours,

CURTIS E. MOGG, *Pastor,*

RALPH H. WADHAMS, *Supt.*

J. CURTIS TENNANT, *Supt. Junior Dept.*

—*The Sunday-School Times.*

Mrs. M. G. Kennedy says:

"Have the scholars read the Bible daily. Care more for that than anything under the sun. Have them report whether they have done it or not. Daily Bible reading after a specific plan should be followed by the children. I only ask for one verse a day; but that verse is specified

so as to lead them right along a regular line. In addition to that you have in the quarterlies certain home work. I find in going around that the teachers are ignorant of their quarterlies. I wonder why anybody ever starts to make one and why they are published, the way people talk about them. We expect them to be used. We point out the definite work they are to do, Bible reading first, then follows the Bible memorizing. It is a memory age."

Mrs. Kennedy follows the practice of asking on each Sunday at least two questions in order to ascertain how her pupils have followed out her instructions:

1. How many have brought your Bibles to-day?
(Bibles shown.)

2. How many have read at least one verse of the Bible on each day of last week? (Hands up.)

D

At the Annual Convention of the New York State Sunday-school Association held in 1901, Mrs. J. L. P. Bishop of New York read an excellent paper on Work for Juniors. We reproduce it in part:

"Before much was said about the religious instruction of children, Phillips Brooks wrote a book on children's religion, and this book he called 'At the Beautiful Gate of the Temple.' He takes the reader with Peter and John up to the temple in Jerusalem at the hour of prayer, and as they went they passed through the gate which is called Beautiful. The preacher describes the glory of the ancient temple complete in all its workmanship. He there draws the parable and uses this to illustrate it. Childhood is the gate, and every temple should have a Gate Beautiful. Let us think of the wisdom and love of God which places the beauty of youth at the gate, for every human life starts

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in the beautiful mystery of childhood. The thought for us is this, that as teachers of children we stand at the Gate Beautiful of the temple of the Living God. Before we can enter and pass through to the holy place we must tread softly, and know positively what the message is which we bear. Sometimes I think the junior age itself makes it very difficult to teach. The boys and girls have lost some of the simplicity of early childhood. They think for themselves and question. They do not accept everything we say. That makes it difficult to reach them. We have found in work among that grade, often more than in the primary, that they are receptive to a sympathetic love, and oftentimes that is the key that will unlock the gate. The primary work is important, because it is the foundation building, and we must necessarily build the future structure on the foundation. Then we come to think of the work we have to do. First, we want to teach them Christ; that is, God revealing Himself to the world in the person of His Son, and in this way it seems to me we should begin first before taking up the supplemental details. It has been very beautiful to see the enthusiasm of the children to know God. So we begin with the children, the juniors, at the very beginning of all things. We begin and show them God as He was in the universe, and then carry them step by step through the preparation of the world for the coming of the Saviour. How God sent men with peculiar messages to the particular age, and they see the reason for it. We carry them still farther, and show how the Saviour came, thus fulfilling the prophecy. Then we teach them the necessity for the Saviour, and how sin came to the world. We show them that the coming of Christ was the only way, and so He came. Then we teach them God's plan of redemption. Then comes the lesson of Christ's ministry to the world. Then we find that the child is delighted to find how missions started. Having

taught this, we feel that they are grounded in the principles of Christian living, and that is our aim.

“The junior department, above all, is the training school for Christian living. Here we give the principles as taught in the Bible, showing them the high ideals we want them to live up to, and that they are prepared to follow Christ in that way and want to love Him. We give a reason for every truth we teach, and after a time they learn to look for these things themselves. After that we begin with supplemental questions and memory drills in which they delight very much. A course by J. B. Smith has been found very helpful in the junior work; and there are many leaflets on the work, such as ‘Study for God’s Little Ones,’ by Miss Vella. Then we have the books of the Bible taught with symbols. One book we are using and which we like very much is ‘Keys to the Word.’ We find that the boys delight to study about the heroes of the Bible. We have an exercise which we call ‘Search the Scriptures,’ and we divide the children into two sides, and one side looks up the promises and prophecies, while the other side finds the fulfillment. This would seem to take the time of the lesson of the day, but it does not. You cannot imagine how much can be accomplished in five minutes.

“Then comes the question as to how we are to give these lessons. Before coming to the class there must be an immense amount of study, so as not to confuse the children. They want the lesson to go logically along, step by step. It has been found useful to have a study period. Later they find the references in the Bible drill. This takes the part of the opening exercises, and if the only aim of the teacher is to build up Christian character, this will be time well spent. Then we should teach the positive rule. Perhaps the secret of success in teaching juniors is that our heart must be in the work. It needs a thorough prepara-

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tion of heart as well as of mind. You know it is said that the heart must be in the work and that the heart giveth grace to every work. You must lead the children gradually into the light. Many of them have no training at home, and we must lead them step by step, taking for our motto, One God and Father of us all."

E

A BOY'S HYMN

"I think," says the Rev. Dr. Newman Hall in his autobiography, "that too much prominence has sometimes been given in children's hymns and addresses to early death and examples of godly children who never reached maturity. I demur to such hymns and as a protest I wrote the following :

"I want to live and be a man,
Both good and useful all I can,
To speak the truth, be just and brave,
My fellow-men to help and save.

"I want to live that I may show
My love to Jesus here below ;
In human toil to take my share,
And thus for angel's work prepare.

"I want to live that I may trace
His steps before I see His face,
And follow Him in earthly strife,
Before I share His heavenly life.

"Lord ! grant me this—to live and serve,
And never from Thy laws to swerve ;
Then, after years of service free,
In ripe old age to go to Thee."

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